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ABSTRACT

This study surveyed the regional cluster doctoral students in Nova University's Programs for Higher Education to determine their orientation needs and then developed a comprehensive orientation manual. Needs assessment survey forms were received from 24 regional cluster students (out of 29 survey forms sent) as well as 9 South Florida local cluster students (out of 16 forms sent). Related literature on traditional and non-traditional orientation programming in higher education was reviewed. Results indicated that the majority of regional cluster students wanted to be furnished with an orientation manual. Regional cluster students felt that there was not enough regular and timely communication among the program administrators, cluster coordinator, Nova faculty, research associate, and new students. Recommendations included: increase communication, provide "tips for success" in achieving the doctoral degree, include examples of practicum proposals and practicums in the orientation manual, and provide ongoing orientation via conference calls when appropriate. Results of the local cluster orientation survey were not conclusive due to the low response rate. Appendices contain survey forms, cover letters, checklists, and procedures. Includes 12 references. (JDD)

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THE DEVELOPMENT OF AN ORIENTATION MANUAL FOR NOVA UNIVERSITY PROGRAMS FOR HIGHER EDUCATION REGIONAL CLUSTER STUDENTS

ED322869

by

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HE 023 825

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A Practicum presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education

Nova University

February, 1987

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ABSTRACT

The purpose of this investigation was to survey the Programs for Higher Education regional cluster Ed.D. students to determine their orientation needs and to set in motion the process of developing a "Regional Cluster Orientation Manual." After several discussions with regional students and Charles Collins, the regional cluster coordinator, the Programs for Higher Education administrators recognized that students felt a communication void regarding timely dissemination of program and university-related information. The goal was to identify the educational needs of new Programs for Higher Education students and to develop strategies, namely a comprehensive orientation manual, to provide smooth transition into the rigors of Nova's field-based doctoral program.

In order to achieve the purposes of the investigation, a regional cluster orientation needs assessment was conducted and related literature on traditional and non-traditional orientation programming in higher education was reviewed. An orientation needs assessment was also conducted among the South Florida local cluster students to determine if they had similar orientation needs. The surveys sent to both the regional and local cluster students were identical except for the words

"regional" and "local" that described their respective cluster. See Appendix B and Appendix E.

A content analysis of the regional cluster orientation survey results indicated that the majority of students desired to be furnished with a comprehensive "Regional Cluster Orientation Manual." The general consensus was that there was not enough regular and timely communication between the Programs for Higher Education administration, cluster coordinator, Nova faculty, research associate and new program students. A review of the student comments from the regional cluster orientation survey resulted in a list of recommendations for immediate incorporation into the concurrent development of the orientation manual. The general categories of recommendations were:

1. Increase communication, i.e. dissemination of appropriate program information in a timely and organized way.

2. Provide "tips for success" in achieving the Ed.D. degree, especially with regard to field-based learning.

3. Provide more detailed learning opportunities that focus on professional writing; include examples of practicum proposals and practicums in the orientation manual.

4. Extend the orientation of new Programs for Higher Education students beyond the confines of the initial orientation meeting and beyond the "Regional Cluster

Orientation Manual" by providing on-going orientation via conference calls when appropriate.

The results of the South Florida local cluster orientation survey were not conclusive due to the low response rate. However, a general need for more detailed Ed.D. program information was indicated, especially in relation to the professional writing requirements of the program.

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INTRODUCTION

On April 20, 1985 the first orientation meeting for the new Nova University Programs for Higher Education (PHE) field-based regional cluster was conducted in Denver, Colorado at the Denver Airport Hilton Hotel. Three representatives from Nova University PHE presented information to about 15 educators from around the country who were interested in the proposed field-based regional cluster delivery system.

George Barton, Director of Instruction for the Programs for Higher Education and lecturer for the Applied Educational Research and Evaluation seminar, shared seminar and Ed.D. program information. Al Mizell, Director of Ed.D. Computer Education and lecturer for the Curriculum and Program Planning seminar, explained his seminar expectations. Also, Charles Collins, the primary initiator of the Ed.D. field-based regional cluster delivery system gave an overview of the program and shared his experience as a former local cluster Ed.D. student and current PHE research fellow.

Information was also presented at the initial Denver orientation meeting about summer institutes, required specialization seminars (a video tape of the specialization lecturers and their requirements was shown), practicums, and the Major Applied Research Project (MARP). In addition,

in anticipation of the on-campus three-week intensive summer session scheduled for the regional cluster, a color slide presentation of the Nova University campus was narrated by Charles Collins.

Statement of the Problem

The overall meeting plan for the first field-based regional cluster included the above mentioned orientation meeting in Denver, Colorado, three weeks of intensive summer classes in Fort Lauderdale, Florida, and a week-long attendance at the 1985 Summer Institute in Tucson, Arizona. The second year involved two Saturday classes in Denver, Colorado, two weeks of intensive summer classes in Fort Lauderdale, Florida, and a week-long attendance at the 1986 Summer Institute in the same city. The first apparent problem that the new regional students experienced was one of information overload. Too much information had been presented at the initial orientation meeting. Because of the hectic schedule of the initial orientation meeting, there was no time to digest all of the material that was presented and distributed to the new regional students. As a result, most students verbally stated that they felt overwhelmed and anxious.

A second concern that some students mentioned was the relative geographic isolation between fellow students, cluster coordinator, and Nova University administrators. Because the regional cluster was designed to meet less often

than the established local clusters--a certain amount of face-to-face and group communication was sacrificed. Thus, some regional students felt deprived of the type of on-going orientation that local cluster students experience. Local clusters usually meet nine or more times throughout the year, thus providing more program continuity and allowing numerous opportunities for discourse between students, lecturers, research associate, cluster coordinator, etc. Since many local cluster students live relatively close to each other compared to regional students, there is more probability for informal program-related discussions to occur, either in person or telephonically. In addition, local cluster coordinators and research associates sometimes arrange periodic help sessions to assist students in choosing practicum topics and to review practicums and MARPs completed by local cluster students. Therefore, in order to provide the regional cluster students the benefit of a more in-depth orientation to PHE Ed.D. requirements and the novel field-based delivery system--the question of how to effectively meet their need for program orientation remained a problem to be resolved.

Purpose of the Investigation

The purpose of this investigation was to determine if a PHE Ed.D. "Regional Cluster Orientation Manual" was desired by the regional students and, if so, to seek their specific recommendations for inclusion in the manual. It was hoped

that the process of soliciting regional student feedback regarding their communication and orientation needs and the eventual provision of a regional student orientation manual would tend to reduce their feelings of isolation and increase Ed.D. degree progress. In addition, a comprehensive orientation manual would allow students ready access to critical PHE information.

Method of Investigation

This investigation was initially conducted by sending a cover letter and a three-part survey to all PHE regional cluster students in August of 1986. The survey aimed to collect information on:

1. The needs of regional cluster students
2. Possible strategies to meet those needs and,
3. Specific recommendations for inclusion in the "Regional Cluster Orientation Manual" (See the questions relating to orientation in Appendix A and Appendix B).

In addition, to determine if PHE local clusters across the country had similar orientation needs that would warrant the development of a local orientation manual--the South Florida local cluster was surveyed in November of 1986 (See Appendix E). Finally, a review of the literature on traditional tertiary, non-traditional, and long-distance orientation programs was conducted so as to develop a clearer conceptual understanding regarding the design and

implementation of a "state of the art" orientation program and manual for PHE regional cluster students.

BACKGROUND AND SIGNIFICANCE

Traditional Tertiary Education Orientation Programs

The importance of student orientation programs at traditional tertiary institutions in this country has long been recognized. Every year Student Affairs Orientation Directors review past strategies and develop new ones to provide information on institutional services available to students and also provide, in many instances, "tips for success" in the following areas: academic, career development, social/interpersonal and adjustment to the community.

It is well-known to traditional college and university administrators that comprehensive orientation programs relate directly to the successful retention of first and second-year students. In addition, the positive initial experiences that colleges and universities provide for new students via orientation programs oftentimes indirectly leave strong favorable impressions among the non-student contacts of each new student. That is to say that new students who are positively impressed by effective orientation programs become self-appointed ambassadors, thus promoting new student recruitment.

The Council for the Advancement of Standards (CAS) for Student Services/Development Programs, consisting of

twenty-two professional higher education associates, developed criteria "to guide the professional practice and preparation of student services, student affairs, and student development program personnel in post-secondary institutions of higher learning" (Council for the Advancement of Standards (CAS) for Student Services/Development Programs, 1986:ix). CAS (1986:97) provides the following explanation of a structured orientation process

> A structured orientation process based on stated goals and objectives should be provided. This process should serve both the student and the institution. The structured entry process aids students in understanding the nature and purpose of the institution and their relationship to the academic environment. Self growth and learning may occur as students are assisted in understanding their own relationship to the intellectual, social, and cultural climate of the institution.

The Nova University PHE administrators might consider expanding the traditional definition of a structured orientation process (quoted above) to suit its field-based doctoral program. It would seem appropriate to explore orientation strategies that assist new students in understanding the unique characteristics and requirements of the Nova field-based doctoral program. Topics that could be incorporated into a comprehensive orientation program include: an introduction to field-based learning; the nature of independent learning; personal/professional/student development skill competencies; seminar, practicum, Major Applied Research Project (MARP), and summer institute requirements, etc.

In addition, CAS (1986:97) lists a variety of orientation goals that would appear to be relevant for PHE administrators to consider in the development of a comprehensive orientation plan. The goals include the following:

1. assist students in understanding the mission of the institution;

* 2. assist students in determining their purpose in seeking a degree from the institution;

3. assist students in developing positive relationships with faculty, staff, peers, etc. that are affiliated with the institution;

4. help students understand the institution's expectations of them;

* 5. provide information about and opportunities for self-assessment;

* 6. identify costs in relation to degree attainment, both in terms of dollars and personal commitment;

7. improve the retention rate of new students;

8. provide an atmosphere and sufficient information to enable students to make reasoned and well-informed choices;

9. provide information concerning academic policies, procedures, requirements, and programs;

10. explain the processes for class scheduling and registration;

* 11. provide information about available institutional services;

* 12. create an atmosphere that minimizes anxiety, promotes positive attitudes, and stimulates an excitement for learning; and

* 13. provide opportunities for new students to discuss expectations and perceptions of the degree program with advanced-standing students.

* These items (2, 5, 6, 11, 12, and 13) can be viewed as especially important for inclusion in an orientation program for Nova's field-based Ed.D. students. The more opportunity that students have to learn about themselves, the program, and its services, the more likely they are to experience success in the program.

Non-traditional Education Orientation Programs

In a paper by Thornton and Mitchell entitled "Counseling the Distance Learner: A Survey of Trends and Literature" (Gough and Coltman, 1979:4), they point to the general lack of effective orientation and counseling services for non-traditional tertiary education students

> Outside the traditional mode of higher education by contrast, the prevailing situation with regard to the provision of guidance counseling and advisory services is open to the charge of culpable neglect and inertia. Nowhere is this more apparent than in the context of external studies programs where, with few notable exceptions, the counseling and information function has been an improverished, depressed and often non-existent element . . .

Fortunately, Nova's PHE administrators have recognized the importance of meeting the needs of local cluster students by providing them with a cluster coordinator, a local research associate, and a budget to provide extra support services such as those mentioned previously, e.g. help sessions regarding practicum topic selection and appropriate research techniques. However, although the new regional clusters have a cluster coordinator and a research associate--the large geographical distances that separate the regional cluster coordinator, research associate, and students are a deterrent to the provision of the types of on-going orientation and learning experiences that local clusters offer.

One way to provide on-going Ed.D. program orientation for Nova regional students is suggested by Althen (1980:10): "Current students can be assigned as 'buddies' of new students on a one-to-one basis." Althen (1980:10) also advises tht "current students can conduct tours (possible for the intensive summer sessions), lead small discussion groups, and host social gatherings (possibly at the on-campus sessions and also at summer institutes).

In order to prevent new regional (or local) cluster students from feeling overwhelmed with too much information all at one meeting, Althen (1980:9) suggests that "it is prudent to give all crucial information to all new students in written form. This procedure will assure that all students have ready access to the information, whether or

not they attend sessions in an orientation program."
In support of on-going orientation/counseling programs, Althen (1980:9) suggests that orientation components should be sequenced so that later activities build on earlier ones. Perhaps the new PHE "Regional Cluster Orientation Manual" can be sequenced accordingly.

Adults as Learners

Since all of the PHE Ed.D. students are adult learners who have earned an accredited masters degree previously, one might assume that they are all independent and self-directed learners. However, Knowles (1980:46) states that

> Adults have been so deeply conditioned by their previous schooling (under the pedagogical model) to perceive the appropriate role of learner to be that of dependent, more or less passive recipient of transmitted content, that even though they may be completely self-directing in all other aspects of their lives, the minute they enter into any activity labeled 'education', they sit back, fold their arms, and say, 'Teach me.'

Although most of the Nova Ed.D. students view themselves as independent learners, many lean toward the passive role of dependency when the area of practicums is discussed. Knowles (1975:21) indicates that there are two types of learning

> teacher-directed learning assumes that students are motivated to learn in response to external rewards and punishments, such as grades, diplomas, awards, degrees, and fear of failure; whereas self-directed learning assumes that learners are motivated by internal incentives, such as the need for esteem, the desire to achieve, the urge to grow, the

> satisfaction of accomplishment, the need to know something specific, and curiosity.

Since success in Nova's PHE doctoral program depends to a large extent on the independent learning skills of its students, Kole (1986:2) suggests that new students' independent learning skills should be assessed via a self-assessment instrument. Kole (1986:3) further states that perhaps dependent learners could develop and improve their independent learning skills as a result of an "interactive orientation program." Kole (1986:3) continues

> The orientation program would initially be designed to create an awareness of the many competencies that need to be acquired to fulfill an independent learning, working, and living style. It is hoped that once an awareness is realized of the many variables that comprise the independent learning style, self-motivation to become more independent will occur.

Knowles (1975:18) defines "self-directed learning" as

> a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes.

Consequently, because self-directed learning skills are so necessary for success in the Nova Ed.D. degree program--perhaps the incorporation of these skill areas into the "interactive orientation program" (manual) described earlier would enhance the independent learning skills of all new doctoral students.

PROCEDURES

Definition of Population

The initial survey population consisted of Nova University Programs for Higher Education regional cluster students (N = 29). The second surveyed population consisted of South Florida local cluster students that were currently registered (Fall, 1986) for the Societal Factors Affecting Education seminar (N = 16).

Collection of Data

The initial regional cluster orientation manual survey and cover letter were sent to all regional cluster students on August 14, 1986 (See Appendix A and Appendix B). A second survey and cover letter were sent to the same group on October 21, 1986 so as to insure an adequate return rate and to gather additional comments (See Appendix C). A third survey and cover letter were sent to all South Florida local cluster students who were registered for the Societal Factors Affecting Education seminar (See Appendix D and Appendix E).

The survey consisted of four open-ended questions and was identical for both the regional and local clusters except for the words "regional" and "local." The appropriate descriptive word was used on the survey sent to each cluster. The survey was reviewed by the PHE Director of Instruction,

George Barton, to insure validity. The purpose of the survey was to collect information on:

1. the needs of regional (local) students,
2. possible strategies to meet those needs, and
3. specific recommendations for inclusion in the regional (local) cluster "Orientation Manual."

On August 14, 1986, twenty-nine surveys were sent out by United States mail to the PHE regional students and one survey was sent to Charles Collins, regional cluster coordinator. Included with the survey was a cover letter and a self-addressed, postage-paid envelope (See Appendix A and Appendix B). The regional cluster students were instructed to return the surveys to the PHE office by September 15, 1986. Because of a low return rate, a second survey, the old cover letter, a new cover letter and self-addressed, postage-paid envelopes were sent again to the twenty-nine regional students on October 21, 1986. On November 5, 1986, 16 surveys, the original cover letter, and a letter from George M. Barton (See Appendix D) were sent to the South Florida local cluster students. They were informed of the research project and asked to complete the survey as it related to their orientation concerns as local cluster students. They were instructed to bring the completed survey to their next cluster meeting where they were collected by George Mehallis, the South Florida local cluster coordinator and Guerin Fischer, seminar instructor.

Assumptions and Limitations

Since the orientation survey was designed to collect the suggestions of regional and local cluster students, it was assumed that the data collected would reflect the attitudes of each group. It was assumed that the information provided in the cover letter to each regional and local cluster student was understood. It was also assumed that the open-ended questions comprising the survey were unambiguous to those completing them. Another assumption made was that the 24 completed regional student surveys were representative of the approximately 30 regional students. Likewise, it was assumed that the nine completed local cluster student surveys were representative of the 16 students registered in the South Florida local cluster Societal Factors Affecting Education seminar. Finally, it was assumed that the survey results of both groups would be meaningful so that inferences could be made about all current and future regional and local cluster students.

One limitation of the investigation was the relatively small local cluster survey return rate (n = 9). It is possible that inferences made to the national local clusters as a whole will be less than accurate. Another possible limitation of the study would be the question of how seriously and carefully did the respondents answer the survey.

Definition of Terms

There are a number of terms and corresponding definitions listed below that will assist the reader in understanding the various aspects of the Nova University PHE field-based Ed.D. degree program, etc.

1. Attitude: For the purpose of this paper, the measurement of attitude is an approximation of a person's or a group's expressed opinions or feelings about something. The American Heritage Dictionary, Second College Edition (1985:141) defines attitude as "a state of mind or feeling with regard to some matter."

2. Cluster Coordinator: "This person is the liasion between the cluster (local or regional) and the central staff. The coordinator has academic responsibilities as well as housekeeping chores" (Self Study 1985:314).

3. Clusters: All PHE students are organized into groups called local or regional clusters. "Clusters provide the vehicle through which instruction and other services are provided to students" (Nova University Programs for Higher Education 1986-87 Catalog:2).

4. Field-based Delivery System: It is designed to provide instruction to students in local areas. Students are not required to satisfy a residency requirement on campus.

5. Major Applied Research Project (MARP): The major applied research project (MARP) is the capstone of doctoral study. MARPs are much like practicums, only much more ambitious and rigorous. Whereas practicums are designed to sharpen skills in planning and conducting applied research, the MARP is the final demonstration that those skills have been mastered" (Nova University Programs for Higher Education 1986-87 Catalog:12).

6. Non-traditional doctoral program: "Non-traditional doctoral program implies the primacy of student interests; the utilization of many modes for learning; the de-emphasis of time, space, and courses in favor of competence and performance" (Soles, 1977:4).

7. Practicums: "are applied research projects that are designed to promote the solution to current problems in the student's institution" (Nova University Programs for Higher Education 1986-87 Catalog:12).

8. Specialization Seminars: "These are seminars especially designed and required in each of the three specialization areas" (Self Study 1985:315).

9. Summer Institute: "Each summer the Programs for Higher Education holds a summer institute. This is a week-long educational conference where presentations are given by many of the professionals associated with the program. Students are required to attend two summer institutes" (Self Study 1985:315-316).

RESULTS

The first mailing of the orientation survey on August 14, 1986 to the regional cluster students (N = 29) resulted in 16 completed surveys. The second mailing of the same survey to the same group resulted in eight additional completed surveys for a total of 24 completed surveys. The regional cluster orientation survey results are listed below according to the categories relating to orientation that appeared on the survey:

3. Recommendations for Orientation Manual, and
4. Other comments.

A summation of the results of the regional cluster orientation survey follows:

3. Recommendations for "Orientation Manual":
    a. "Tips" for successful time management and goal planning for degree requirement completion could be incorporated into an orientation manual.
    b. A suggested year-by-year time line could be included. Perhaps two or three possible time lines could be outlined.
    c. Suggestions should be included on timely and appropriate ways to communicate with Nova Central staff, administrators, research fellows, cluster coordinator, and research associates (the question, who do you call for specific information, i.e., questions on research, statistics, etc. could be outlined and included in the manual).

d. Prepare regional students for the two-week class session in Florida by providing them as many details as possible concerning: summer courses, housing, cooking facilities, restaurants, class location, library services, campus facilities, recreational opportunities, etc.

e. Provide names and pictures of lecturers that students are likely to have as instructors in the program.

f. Include not only an orientation to Nova University's Programs for Higher Education and Fort Lauderdale, Florida, but also a segment on "survival skills" for the field-based Ed.D. program.

g. A fill-in checksheet could be included to assist self-monitoring of degree progress. See Appendix K.

h. The manual should go beyond listing degree requirements--it could offer specific examples of practicum proposals and perhaps a sample practicum.

i. Provide instructions and general information for Information Retrieval Service (IRS) utilization. See Appendix O.

j. Provide information and procedures on how to go about attending classes with local clusters. See Appendix L.

k. Include information on relevant sources of financial aid, e.g. loans, GI bill, research fellowships, etc.

4. Other Comments:

a. The principal problem of the regional cluster seems to involve a lack of regular communication and personal involvement between students, cluster coordinator, administrators, faculty, research associate, and practicum advisors.

b. An ice-breaker scheduled the night before the orientation meeting would enhance group comfort and aid relationship building.

c. The "buddy system" for new students is a good idea.

d. An orientation manual would have been helpful in getting started with the program; even a brief document that would help a new student know what to anticipate in the coursework, as well as what to expect during the on-campus time in July would be very helpful.

e. Cluster coordinators should help to stimulate student motivation.

f. The orientation meeting needs to be improved. The course requirements and study guides should be mailed to each student several weeks prior to the orientation meeting. Then, later at the meeting, the student can ask specific questions about course requirements and be less overwhelmed.

g. Course video tapes could be viewed at the orientation meeting.

h. It would be helpful if the course lecturers were present during the initial orientation meeting or they could be involved by telephone conference to answer questions.

i. The use of the Nova computer network for support service should be explored. More and more students are acquiring terminals and modems.

j. The possibility of tele-conferencing and other on-line computer operations is intriguing.

k. Make sure that information that goes out is accurate.

l. The listed strategies are great, especially the newsletter idea.

The above summation of the regional cluster orientation survey results will be utilized in the development of a "Regional Cluster Orientation Manual."

The mailing of the local cluster orientation survey to the South Florida local cluster students (N = 16)

resulted in nine completed surveys. The local cluster survey results are listed below according to the categories relating to orientation that appeared on the survey:

3. Recommendations for "Orientation Manual", and
4. Other comments.

A summation of the results of the local cluster orientation survey follows:

3. Recommendations for "Orientation Manual":
    a. Provide general program information.
    b. Provide a listing of the requirements for the completion of the degree.
    c. Provide helpful suggestions for completing degree requirements.
    d. Provide a recent list of accepted practicums and MARPs.

4. Other Comments:
    a. Possibly having a contact person on arrival to the area or having someone meet students would be helpful (This person, although registered in a local cluster, is a long-distance member of the cluster).
    b. The acquisition of textbooks is a difficult process.

The above summation of the local cluster orientation survey results will be compared with the regional cluster results in the following "Discussion, Implications, and Recommendations" section of the paper.

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

This study was primarily conducted to determine the overall orientation counseling needs of the Programs for Higher Education regional cluster students and to build the foundation for the development of a "Regional Cluster Orientation Manual."

A content analysis of the regional cluster orientation survey resulted in the finding that most regional cluster students desired to be furnished with a comprehensive "Regional Cluster Orientation Manual." The general consensus was that there was not enough regular and timely communication of information between regional cluster students, cluster coordinator, research associate, Nova University faculty, program administrators, etc. Attempting to provide regional cluster students with a large amount of program information at the initial orientation meeting appears to overwhelm the students. If the busy regional students are deprived of on-going guidance and feedback from Nova professionals, they are likely to become frustrated and may experience a decrease in motivation. In addition, the time anticipated for students to complete the degree program will be unfortunately extended.

In order to determine if local cluster students had similar orientation/counseling needs to regional cluster students--the South Florida local cluster was surveyed also.

Because of the relatively small local cluster survey return rate (n = 9), it was difficult to make realistic inferences about the national local student cluster population. However, inferences can be made about present and future regional student orientation needs with a fair degree of confidence. It could be said that if regional student clusters are to flourish, then they will need a comprehensive system of orientation and guidance that is on-going and geared to the individual student. A study conducted by Margaret Kibbee, PHE Research Fellow, with regard to PHE Ed.D. student progress "found that at the end of two years in the program, the mean number of practicum proposals completed by all students was 2.07 and the mean number of practicums completed was 1.28" (Barton, 1986). See Appendix F. That is why students consistently suggest in the survey results that the manual should go beyond listing degree requirements--it could offer specific examples of practicum proposals and perhaps a sample practicum.

In addition to the regional student survey recommendations listed in the "Results" section of the practicum, the following additional recommendations are suggested:

1. All new regional students who have completed a PHE application and paid the corresponding application fee should be sent a copy of the "Regional Cluster Orientation Manual" prior to the initial regional orientation meeting. This will allow applicants to: (a) "See the Big Picture",

the broad scope of the PHE Ed.D. regional student program that includes associated costs (monetary and time commitment); (b) degree requirements that include five practicums and proposals, a MARP, five core seminars, and two specialization seminars; (c) information regarding the attendance at two summer institutes, and; (d) prescriptions for the refinement of independent learning/researching skills.

2. A self-assessment of necessary professional/student/personal development skills based on the list of skill areas in Appendix G should be completed by all new students and reviewed by a professional PHE skill development specialist. Since the development and refinement of these various skills can greatly enhance the students' ability to complete the requirements of the Nova field-based Ed.D. degree in a timely manner, and also facilitate career advancement and personal effectiveness--the self-assessment and corresponding holistic student development approach to various skill competency attainment may well be a landmark approach for field-based learning, if not the entire field of higher education.

3. A brief synopsis of each of the skill areas noted in 2. above should be included in the orientation manual. This overview will afford students an opportunity to review these skill areas and to seek out additional readings and individual learning experiences, if desired, prior to the start of Nova coursework.

4. All new regional students should attend a mini-program on the professional writing requirements of the PHE. This mini-program should occur at the cluster level and be continued at each successive cluster meeting. An example of a mini-program is shown in Appendix H. Optional mini-programs on "strategies of publishing articles", etc. may be a logical follow-up.

5. A copy of a "Practicum Evaluation Form" should be included in the orientation manual to assist students in understanding the practicum writing evaluation criteria. See Appendix N.

6. A simplified textbook order form should be included in the orientation manual. See Appendix I. This would give students the opportunity to use a standardized form to purchase all of their seminar textbooks. An address and telephone number appear on the form.

7. A PHE "Resource Personnel List" should be included in the orientation manual to facilitate regional student and Nova Central communication. See Appendix J.

8. A PHE "Equipment and Services Inventory" should be included in the orientation manual. This will assist the regional cluster students during the intensive on-campus summer sessions. See Appendix M.

9. A reliable word processing service for regional students could also be included in the manual, if approved by PHE administrators. See Appendix P.

10. Information regarding the two intensive summer sessions and summer institutes should be included in the regional orientation manual.

Even though the "Regional Cluster Orientation Manual" is developed and distributed to new students, it must be realized by program administrators and cluster coordinators that the manual itself is only a part of an on-going comprehensive orientation program. To be effective, the orientation manual should be mailed to new students prior to the initial regional orientation meeting so that they may have an opportunity to process the information and prepare questions. The collection of information in the manual should have the effect of reducing the anxiety associated with beginning a doctoral program, field-based learning, and a general fear of the unknown.

The manual should be of loose leaf design so that materials can be added and subtracted with relative ease. Since some information will change every year, it will be important for the PHE administration to insure the manual is updated on a regular basis. The manual should also be subjected to regular student evaluation. Since the PHE administration is concerned about the smooth transition of students into the program and their continued success throughout the program--the "Regional Cluster Orientation Manual" should facilitate that aim.

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BIBLIOGRAPHY

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APPENDIX A

REGIONAL CLUSTER COVER LETTER

OF AUGUST 14, 1986

Nova University
CENTER FOR THE ADVANCEMENT OF EDUCATION
Programs for Higher Education
3301 College Avenue, Fort Lauderdale, Florida 33314 • 305/475-7380

MEMORANDUM

TO: All Regional Cluster Students

FROM: Jim Kole, Research Assistant (Denver Regional Cluster)

DATE: August 14, 1986

SUBJECT: 1. Regional Cluster "De-isolation" Project
2. Orientation Manual Suggestions

The purpose of this memorandum is to inform you of two current projects underway and to seek your advice and input regarding "de-isolation" strategies and your suggestions for items to be included in an Orientation Manual for the regional clusters.

Drs. Barton, Moreton and Collins have had discussions concerning the regional students' general feeling of isolation. They have suggested that I take on this problem as a practicum. As a first step I have been asked to conduct a needs assessment of all regional students in the Nova Higher Education doctoral program. The goal is to determine what the needs of regional students are and to meet those needs. Because of the success of the regional cluster concept under the leadership of Dr. Collins, enrollment is growing. As growth continues, it will be imperative to have increased communication between Nova Central, cluster coordinator and students all over the country (world).

Local clusters across the country meet regularly throughout the year and provide numerous opportunities for students, coordinators, local research associates and instructors to communicate and share ideas, and most importantly, to give and receive positive and constructive reinforcement. In addition, local clusters may arrange special "help" sessions for their students regarding practicums and MARPs. Given that the regional clusters are not organized like local clusters, the challenge remains to meet the diversified needs of regional students.

As a result of initial discussions with Drs. Barton, Moreton, Collins and continuing discussions with them, Ted Switzer, other regional students and myself, a preliminary list of possible "de-isolation" strategies have been developed and follow below. Please review this list and feel free to make revisions and suggestions for additional strategies. You, the regional student, know your problems and concerns better than anyone else in the Nova Program. This is your opportunity to help close the gap between a perceived lack of services and the ideal services you desire.

Preliminary "De-isolation" Strategies

1. A newsletter should be published each month by the Nova Central staff. The newsletter would contain updates on program information, news about Nova Central, the University, glimpses of approved practicums, achievements of students, and perhaps some mini-self-help programs/suggestions, etc.

2. "Top notch" practicum proposals and practicums should be mailed to each regional student.

3. A "buddy system" could be developed--one second year student could be assigned to each new regional student for guidance and encouragement.

4. Make it possible for regional students to attend local cluster meetings if they desire.

5. An "Orientation Manual" should be developed specifically for regional students. The manual could be developed by a regional student/research assistant.

6. Video tapes (as developed) could be mailed upon student request for a three day loan.

7. Electronic online communications for students and instructors with computers and modems could be possible.

8. Create audio cassette tapes of all regional cluster meetings, especially training sessions for use by students.

On the enclosed Regional Cluster "De-isolation" Project Survey form please feel free to brainstorm your ideas. A self-addressed/stamped envelope has been enclosed for your convenience. In addition, if you would like to call me, I can be reached at Nova (305) 475-7349, Monday - Friday 8:00 a.m. - 5:00 p.m. **Please make every effort to see that I receive your response no later than September 15, 1986.** We are going to make the program better with your input!

Enclosure

cc: Dr. George Barton
Dr. Ross Moreton
Dr. Charles Collins

APPENDIX B

REGIONAL CLUSTER "DE-ISOLATION"

PROJECT SURVEY

REGIONAL CLUSTER "DE-ISOLATION" PROJECT SURVEY

Purpose: The purpose of this inquiry is to collect information on

1. the needs of regional students
2. possible strategies to meet those needs and
3. specific recommendations for inclusion in the regional cluster "Orientation Manual."

Directions: Please type or write clearly and concisely your answers (to 1, 2, and 3 above) in the corresponding sections below. Feel free to use the back of the page if you run out of room.

1. Needs of regional students:

2. Possible strategies not listed:

3. Recommendations for "Orientation Manual":

4. Other Comments:

I highly value your comments and suggestions regarding the regional "de-isolation" project and proposed orientation manual. I thank you for your cooperation and timely response in advance.

APPENDIX C

REGIONAL CLUSTER COVER LETTER

OF OCTOBER 21, 1986

Nova University
CENTER FOR THE ADVANCEMENT OF EDUCATION
Programs for Higher Education
3301 College Avenue, Fort Lauderdale, Florida 33314 • 305/475-7380

MEMORANDUM

TO: All Regional Cluster Students

FROM: Jim Kole, Research Assistant (Denver Regional Cluster)

DATE: October 21, 1986

SUBJECT: Final Request for your Input Regarding:
1. Regional Cluster "De-Isolation" Project
2. Orientation Manual Suggestions

Approximately two months ago the Regional Cluster "De-Isolation" Project Survey was sent to all regional cluster students. As a result of that initial mailing 14 surveys were completed and returned to the Programs for Higher Education office. The mailing of the last survey request occurred at the worst possible time--when you were returning from the 1986 Summer Institute and completing course work, beginning a vacation, preparing for work again, etc.

The purpose of this memorandum is to request your assistance and feedback on the same survey. If you have already returned your survey--thank you. Perhaps additional ideas have come to mind, if so, please feel free to write them down and send them in the enclosed, self-addressed, postage paid envelope. If you have not completed and returned a survey yet, please take the time now to do so. The feedback of all regional students is critical to the development of practical recommendations that can be employed to resolve identified concerns.

Enclosed please find the original cover letter with modified preliminary "de-isolation" strategies and survey.

Please make every effort to respond as soon as possible. Thank you in advance for your reply.

JK:ac

Enclosures

cc: Dr. George Barton
Dr. Ross Moreton
Dr. Charles Collins

Nova University
CENTER FOR THE ADVANCEMENT OF EDUCATION
Programs for Higher Education
3301 College Avenue, Fort Lauderdale, Florida 33314 • 305/475-7380

MEMORANDUM

TO: All Regional Cluster Students

FROM: Jim Kole, Research Assistant (Denver Regional Cluster)

DATE: August 14, 1986

SUBJECT: 1. Regional Cluster "De-isolation" Project
2. Orientation Manual Suggestions

The purpose of this memorandum is to inform you of two current projects underway and to seek your advice and input regarding "de-isolation" strategies and your suggestions for items to be included in an Orientation Manual for the regional clusters.

Drs. Barton, Moreton and Collins have had discussions concerning the regional students' general feeling of isolation. They have suggested that I take on this problem as a practicum. As a first step I have been asked to conduct a needs assessment of all regional students in the Nova Higher Education doctoral program. The goal is to determine what the needs of regional students are and to meet those needs. Because of the success of the regional cluster concept under the leadership of Dr. Collins, enrollment is growing. As growth continues, it will be imperative to have increased communication between Nova Central, cluster coordinator and students all over the country (world).

Local clusters across the country meet regularly throughout the year and provide numerous opportunities for students, coordinators, local research associates and instructors to communicate and share ideas, and most importantly, to give and receive positive and constructive reinforcement. In addition, local clusters may arrange special "help" sessions for their students regarding practicums and MARPs. Given that the regional clusters are not organized like local clusters, the challenge remains to meet the diversified needs of regional students.

As a result of initial discussions with Drs. Barton, Moreton, Collins and continuing discussions with them, Ted Switzer, other regional students and myself, a preliminary list of possible "de-isolation" strategies have been developed and follow below. Please review this list and feel free to make revisions and suggestions for additional strategies. You, the regional student, know your problems and concerns better than anyone else in the Nova Program. This is your opportunity to help close the gap between a perceived lack of services and the ideal services you desire.

Preliminary "De-isolation" Strategies

1. A newsletter should be published each month by the Nova Central staff. The newsletter would contain updates on program information, news about Nova Central, the University, glimpses of approved practicums, achievements of students, and perhaps some mini-self-help programs/suggestions, etc.

2. "Top notch" practicum proposals and practicums should be mailed to each regional student.

3. A "buddy system" could be developed--some second year students could volunteer to assist new regional students for guidance and encouragement.

4. Make it possible for regional students to attend local cluster meetings if they desire.

5. An "Orientation Manual" should be developed specifically for regional students. The manual could include detailed information on unique aspects of the regional program. Information could be provided about the two weeks of classes prior to the summer institute, campus facilities, housing, food services, recreation opportunities, independent learning strategies, etc.

6. Video tapes of "previews" of each required course could be mailed upon student request for a five day loan.

7. Electronic online communications for students and instructors with computers and modems could be possible.

8. Create audio cassette tapes of some regional cluster meetings, especially training sessions for use by interested students.

On the enclosed Regional Cluster "De-isolation" Project Survey form please feel free to brainstorm your ideas. A self-addressed/stamped envelope has been enclosed for your convenience. In addition, if you would like to call me, I can be reached at Nova (305) 475-7349, Monday - Friday 8:00 a.m. - 5:00 p.m. **Please make every effort to see that I receive your response no later than September 15, 1986.** We are going to make the program better with your input!

Enclosure

cc: Dr. George Barton
Dr. Ross Moreton
Dr. Charles Collins

APPENDIX D

SOUTH FLORIDA CLUSTER COVER LETTER

FROM GEORGE M. BARTON

Nova University
CENTER FOR THE ADVANCEMENT OF EDUCATION
Programs for Higher Education
3301 College Avenue, Fort Lauderdale, Florida 33314 • 305/475-7380

MEMORANDUM

TO: Students in the South Florida Cluster

FROM: George M. Barton

DATE: November 5, 1986

SUBJECT: "De-Isolation" Project

As you may know, we have three regional clusters. They differ from the local clusters such as yours by spending time on campus attending seminars. Also, they only come together as a cluster once each year.

In an effort to serve those students more effectively, it was felt that we should actively work toward the potential students' feelings of isolation. Therefore, a "de-isolation" project was initiated. The enclosed memorandum from Jim Kole was sent to all regional students.

In addition to the possibility of the regional cluster students feeling isolated, there is the possibility of students, like yourselves, in a local cluster having such feelings. Therefore, it was felt that, if you would complete the same survey that the regional students completed, we could determine if there were similar feelings or if they were different because of more personal contact through the year.

Please read the enclosed memorandum that was sent to regional students and complete the Local Cluster "De-Isolation" Project Survey. Bring the completed survey to your next cluster meeting. They will be collected at that time.

Thank you for your cooperation in this. I am certain that this will prove to represent data that will be most valuable in determining some future action.

GMB:bac

Enclosures

cc: Dr. Guerin Fischer
Dr. George Mehallis

APPENDIX E

LOCAL CLUSTER "DE-ISOLATION"

PROJECT SURVEY

LOCAL CLUSTER "DE-ISOLATION" PROJECT SURVEY

Purpose: The purpose of this inquiry is to collect information on

1. the needs of local cluster students
2. possible strategies to meet those needs and
3. specific recommendations for inclusion in the local cluster "Orientation Manual."

Directions: Please type or write clearly and concisely your answers (to 1,2, and 3 above) in the corresponding sections below. Feel free to use the back of the page if you run out of room.

1. Needs of local cluster students:

2. Possible strategies not listed:

3. Recommendations for "Orientation Manual":

4. Other Comments:

I highly value your comments and suggestions regarding the local cluster "de-isolation" project and proposed orientation manual. I thank you for your cooperation and timely response in advance.

APPENDIX F

STUDENT PROGRESS ON PRACTICUMS

QUESTIONNAIRE

Nova University
CENTER FOR THE ADVANCEMENT OF EDUCATION
Programs for Higher Education
3301 College Avenue, Fort Lauderdale, Florida 33314 • 305/475-7380

MEMORANDUM

TO: Local Research Associates, MARP Advisors, National Lecturers, and Practicum Evaluators

FROM: George M. Barton GMB

DATE: December 22, 1986

SUBJECT: Student Progress on Practicums Questionnaire

We have just completed a study in the Programs for Higher Education concerning students' progress. It was found that at the end of two years in the program, the mean number of practicum proposals completed by all students was 2.07 and the mean number of practicums completed was 1.28. As you are aware, there are five practicum proposals and five practicums required.

We are particularly interested in why students, in general, are not moving ahead more rapidly on proposals and practicums. I would appreciate it if you would give this a few minutes thought and list below any reasons you are able to identify. Please do this as soon as possible and return it to me. I would like to have all responses no later than February 15, 1987.

Thank you for your cooperation since this is an important question that we would like to answer.

GMB:bac

H A P P Y H O L I D A Y S

APPENDIX G

NOVA Ed.D. STUDENT/PROFESSIONAL/PERSONAL

SKILL ENHANCEMENT PROGRAMS SURVEY

NOVA Ed.D. STUDENT PROFESSIONAL\PERSONAL SKILL ENHANCEMENT PROGRAMS SURVEY

Instructions: Please indicate your interest in having each of the skill-based mini-programs listed below presented at the 1987 Summer Institute. Rate each item on a five point scale with five indicating most interested and one indicating least interested. Please use the enclosed computer scoreable answer sheet to express your rating of each item. Blacken in your choice (1-5) with a #2 pencil.

Skill Area:

1. Time Management
2. Goal Setting
3. Problem Solving
4. Environmental Shaping
5. Values Clarification
6. Study and Research
7. Personal Development Improvement Planning
8. Student Resource Management
9. Positive Thinking
10. Active Orientation
11. Procrastination Control
12. Decision Making
13. Assertiveness
14. Listening
15. Team Building
16. Stress Management\Relaxation Training
17. Human Energy Building

Note: Please return your answer sheet to your cluster coordinator. Thank you for your cooperation.

APPENDIX H

LETTER FROM ANITA BARRETT ON

"HOW TO IMPROVE WRITING"

Anita G. Barrett
8453 MARY'S CREEK DRIVE
FORT WORTH, TEXAS 76116
(817) 244-3309

August 14, 1986

Mr. Jim Kole
3301 College Avenue
Fort Lauderdale, Florida 33314

Dear Mr. Cole:

I appreciated your interest in the presentation on improving your writing which I gave at Summer Institute a couple of weeks ago, and I had not forgotten your request for copies of the handouts. As I considered the best way to handle the request, I concluded that perhaps it was not the transparencies themselves which would be most useful to you (since they were largely examples of errors) but probably an encapsulated version of the major points of the presentation.

Accordingly, I have prepared a brief outline of my remarks, copy of which I am enclosing herewith. If you feel that you need additional information, or a copy of selected transparencies, let me know and I'll be happy to send them.

Sincerely,

Anita G. Barrett

Anita G. Barrett

Major points from presentation on "How To Improve your Writing " by Anita Barrett

Thesis: Reading your written work aloud will help improve writing by identifying problem areas.

Read for the following:

1. Style in writing - research writing is formal, but not stilted
    a. avoid colloquialisms, down-home expressions, dialogue, etc.
    b. avoid multi-syllabic words which don't say anything
    c. check for ambiguous terms and biased expressions
2. Logical Progression of Ideas
    1. don't be afraid to cut and paste
    2. do this in draft stage, not after final typing
3. Readability
    1. avoid chop-chop monotonous writing
    2. combine sentences and vary sentence patterns to achieve readability
4. Transition
    1. words, phrases, sentences, paragraphs and punctuation which build bridges between thoughts and ideas
        a. conjunctive adverbs
        b. transition phrases
        c. punctuation as transition - the semicolon; the dash
5. Obvious grammatical errors
    1. subject-verb agreement errors
    2. faulty coordination/ subordination
6. The four perilous P's
    1. personification
    2. passive voice - avoid first person references
    3. parallelism
    4. punctuation - Nobody Punctuates Incorrectly When Speaking.
7. Proofread--
    1. format, title page, margins, pagination
    2. citations - compare bibliographic entries with citations in text
8. Miscellaneous errors
    1. use of the percent sign in formal writing
    2. the less/fewer trap
    3. confusion about affect/effect
    4. the expression "due to"
    5. Misuse of "alot"--rather than "a lot" or "a great deal"
9. Learn about Historic Present Tense
    1. Review of literature is properly written in combination of present and past tense
10. Avoid smoke talk - long ambitious sentences which, when dissected, say nothing.

Revise, re-write, re-type, and then--Read It Again!

APPENDIX I

NOVA BOOKS, INC. TEXTBOOK

ORDER FORM

NOVA BOOKS, INC.

6508 S.W. 39 St. - Davie, FL 33314 (305) 583-5860

TEXTBOOK ORDER FORM

NAME_____

SHIPPING ADDRESS_____

_____

BILLING ADDRESS _____
if different

_____

MC, VISA, AMEX No. _____ exp. date_____

SIGNATURE_____

COURSE NAME AND NUMBER_____

SITE LOCATION_____

TEXTBOOKS NEEDED

AUTHOR TITLE

1. _____
2. _____
3. _____
4. _____
5. _____

SHIPMENTS MADE BY U.P.S. ONLY; THEREFORE, A SIGNATURE IS USUALLY REQUIRED. TELEPHONE ORDERS ACCEPTED 10am-5pm MON.-FRI. RETURNS CANNOT BE ACCEPTED WITHOUT PRIOR PERMISSION.

HOME PHONE (_____)_____ BUSINESS PHONE (_____)_____

THANK YOU FOR YOUR ORDER

APPENDIX J

PROGRAMS FOR HIGHER EDUCATION

RESOURCE PERSONNEL LIST

PROGRAMS FOR HIGHER EDUCATION

RESOURCE PERSONNEL LIST

ADMISSIONS AND RECRUITMENT MATERIAL	Marilyn Kriss		475-7385
TUITION QUESTIONS AND PAYMENTS (First, Second, Third Year and Continuing Services)	Accounts Receivable		475-7614
STUDENT FINANCIAL PLANNING			
National Direct Student Loans			475-7411
Plus Loans			475-7411
State of Federal Loans			475-7411
Veterans' Benefits	Bonnie Matalon		475-7413
BOOK ORDER FORMS	Peg Kulak		475-7380
INFORMATION RETRIEVAL SERVICE (I.R.S.)	Linda Greenhill		475-7388
CLUSTER COORDINATOR	Chuck Collins	H (608)	348-5460
LOCAL RESEARCH ASSOCIATE	Milton Mitchell	H (608)	342-1744
GRADES AND STATUS OF:			
Seminars	Jo Ann Taylor		475-7383
Practicums	Jo Ann Taylor		475-7383
MARPS	Marge Rowland		475-7394
CONTINUING SERVICES	Barbara Cromartie		475-7384
GRADUATION REQUIREMENTS	Marge Rowland		475-7394
INDIVIDUALIZED EVALUATION	Marge Rowland		475-7394
COMMENCEMENT	Registrar's Office		475-7414
TRANSCRIPTS	Registrar's Office		475-7414
GRADUATE FELLOWSHIP	Drs. Moreton or Barton		475-7380

PROGRAMS FOR HIGHER EDUCATION

Ross E. Moreton, Ed.D., Director
George M. Barton, Ed.D., Director of Instruction
Ada Christie, Assistant to the Director
Barbara Cromartie, Administrative Assistant
Marilyn Kriss, Clerical Assistant-Admissions
Peg Kulak, Clerical Assistant-Receptionist
Marge Rowland, Administrative Secretary
Jo Ann Taylor, Clerical Assistant
Margaret Kibbee, Research Assistant
James P. Kole, Research Assistant

INFORMATION RETRIEVAL SERVICE STAFF

Elizabeth Poliner, M. Ed., Director
Linda Greenhill, Administrative Assistant
Christopher Kershner, Online Searcher

APPENDIX K

PROGRAMS FOR HIGHER EDUCATION Ed.D.

SELF-MONITORING CHECKSHEET

PROGRAMS FOR HIGHER EDUCATION

Ed.D. SELF-MONITORING

CHECK SHEET

In order to comply with Nova University Programs for Higher Education graduation requirements, students must complete the following:

____1. Attend and pass five core seminars.

____a. Curriculum and Program Planning

____b. Governance and Management

____c. Applied Educational Research and Evaluation

____d. Learning Theory and Applications

____e. Societal Factors Affecting Education

____2. Attend and pass two specialization seminars in accordance with your particular area.

Specialization in Leadership in Adult Education

____a. History, Philosophy, and Practices of Adult Education

____b. Theory and Methods of Adult Education

or

Specialization in Higher Education

____a. Politics, Law, and Economics of Higher Education

____b. Emergence of Higher Education in America

or

Specialization in Vocational, Technical, Occupational Education

____a. Personnel - Human Resources Development

____b. Emergence of Vocational, Technical, Occupational Education in America

____3. Pass five practicums (list titles below)

____a. _____

____b. _____

____c. _____

____d. _____

____e. _____

____4. Successfully complete a MARP Proposal

____5. Successfully complete the MARP (write title below)

_____

____6. Attend two summer institutes (list year, city, and theme of each summer institute attended below)

____a. _____

____b. _____

____7. Submit an individualized evaluation

____8. Pass a General Comprehensive Examination

____9. Be current in all tuition and fees

NOTE: All requirements must be completed within seven years of the date of initial registration.

APPENDIX L

REGIONAL STUDENT PROCEDURE FOR ATTENDING SEMINARS WITH A LOCAL CLUSTER

REGIONAL STUDENT PROCEDURE FOR ATTENDING SEMINARS WITH A LOCAL CLUSTER

Students interested in attending a seminar other than at their cluster site must request written authorization to do so from Dr. George Barton, Director of Instruction for the Programs for Higher Education. This procedure is necessary for several reasons:

1. to prevent classroom crowding

2. to allow the seminar instructor adequate time to prepare the correct number of hand-out materials, tests, and pre-seminar mailings to registered students, and

3. to allow the cluster coordinator adequate time to notify the student about the location, time, date, and any last minute information that may be helpful.

APPENDIX M

PROGRAMS FOR HIGHER EDUCATION EQUIPMENT AND SERVICES INVENTORY

PROGRAMS FOR HIGHER EDUCATION

Equipment and Services Inventory

The equipment and services listed below fall under two categories:

A. Equipment that may be used at the PHE office includes:

1. Portable microfiche readers (2) (briefcase size).
2. Newsprint pad, tripod and markers.
3. Zorba computer.
4. Televideo computer (IBM compatible).
5. Wordstar software.
6. Laser printer (Televideo computer only).
7. Videotape projector.
8. Videotapes available for review include: Time Management; Megatrends; The Third Wave; What You Are Is . . .; Glimpses of Nova University, specialization seminars, summer institute and research fellowship information.
9. Standard office equipment includes: desk top calculator, typewriters (3), various size staplers, staple remover, electric pencil sharpeners, three hole punch, etc.
10. Desktop microfiche readers (2).

B. Services provided upon request:

1. Duplicating (See Peg Kulak--please allow 24 hours and specify: collated and stapled, back to back, reduced, number of copies, etc.

(Over)

2. Incoming phone messages will be accepted by the receptionist and posted on the bulletin board located at the PHE office (305) 475-7380.

3. Regional student incoming mail will be available in a box beside the bulletin board. Mail should be addressed as follows:

Your Name
Nova University
Programs for Higher Education
3301 College Avenue
Fort Lauderdale, Florida 33314

4. Microfiche orders will be processed by I.R.S.

5. Word processing services (see Graduate Fellows).

APPENDIX N

PROGRAMS FOR HIGHER EDUCATION PRACTICUM EVALUATION FORM

NOVA UNIVERSITY

PROGRAMS FOR HIGHER EDUCATION

PRACTICUM EVALUATION FORM

Upon completion of the reading of a practicum, this form is to be completed. Each criterion is to be evaluated in terms of the following ratings by placing a circle around the appropriate number.

5 – Excellent
4
3 – Average
2
1 – Unsatisfactory
NA – Not applicable

TITLE PAGE

1.	Appropriate format has been followed.	1	2	3	4	5	NA
2.	Title reflects nature of the study.	1	2	3	4	5	NA

ABSTRACT

1.	Written in past tense.	1	2	3	4	5	NA
2.	Nature of problem stated.	1	2	3	4	5	NA
3.	Procedures are summarized.	1	2	3	4	5	NA
4.	Findings are summarized.	1	2	3	4	5	NA
5.	Recommendations are summarized.	1	2	3	4	5	NA

TABLE OF CONTENTS

1.	An appropriate format has been followed.	1	2	3	4	5	NA
2.	A list of tables and/or figures should appear if more than one table or figure is used in the practicum.	1	2	3	4	5	NA

INTRODUCTION

1.	Nature of the problem was precisely and clearly stated.	1	2	3	4	5	NA
2.	Purpose of the investigation was precisely and clearly stated.	1	2	3	4	5	NA
3.	General description of method of investigation was provided.	1	2	3	4	5	NA

BACKGROUND AND SIGNIFICANCE

1. Summary statements of the relationship between the review of the literature and the practicum are included.	1	2	3	4	5	NA
2. The writer has made clear the manner in which the practicum topic relates to the subject matter of the seminar.	1	2	3	4	5	NA
3. Sufficient evidence was presented which justified the study from the institutional perspective.	1	2	3	4	5	NA
4. The review of the literature was adequate.	1	2	3	4	5	NA
5. The background section established a reasonable conceptual base from which the study evolved.	1	2	3	4	5	NA

PROCEDURES

1. Procedures were sufficiently and clearly delineated to permit replication.	1	2	3	4	5	NA
2. Procedures followed were consistent with what was proposed in the practicum proposal, or, if not, the reasons for the difference were explained.	1	2	3	4	5	NA
3. Procedures were appropriate to achieve objectives of the study.	1	2	3	4	5	NA
4. Definition of population was included and how samples, if used, were selected.	1	2	3	4	5	NA
5. If necessary, research questions were stated in an appropriate manner.	1	2	3	4	5	NA
6. Appropriate statistical analyses were selected and justified.	1	2	3	4	5	NA
7. Hypotheses were clearly stated.	1	2	3	4	5	NA
8. Limitations and assumptions were noted.	1	2	3	4	5	NA
9. A definition of terms section was included for those concepts that were ambiguous.	1	2	3	4	5	NA

RESULTS

1. Results were clearly and concisely stated in a descriptive manner. (Evaluative statements are not to be included in this section).	1	2	3	4	5	NA
2. Analysis of the data was completely described.	1	2	3	4	5	NA
3. Tables or figures were clearly presented and labeled and contain appropriate data.	1	2	3	4	5	NA

DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

1. The writer provided sufficient discussion to convince the reader that there was a thorough understanding of the nature and implications of the study.	1	2	3	4	5	NA
2. Implications of the study were clearly stated and derived from the results.	1	2	3	4	5	NA
3. Recommendations logically flowed from the findings.	1	2	3	4	5	NA
4. Recommendations were supported by data reported in the study.	1	2	3	4	5	NA
5. Recommendations were related to the problem and the purpose of the practicum.	1	2	3	4	5	NA
6. Potential for improvement or positive change was discussed.	1	2	3	4	5	NA

TECHNICAL ASPECTS

Title page	1	2	3	4	5	NA	Tables	1	2	3	4	5	NA
Margins	1	2	3	4	5	NA	Figures	1	2	3	4	5	NA
Spacing	1	2	3	4	5	NA	Spelling	1	2	3	4	5	NA
Neatness	1	2	3	4	5	NA	Punctuation	1	2	3	4	5	NA
Quotations	1	2	3	4	5	NA	Sentence Structure	1	2	3	4	5	NA
References	1	2	3	4	5	NA	General Writing Style	1	2	3	4	5	NA
Typing	1	2	3	4	5	NA	Bibliography	1	2	3	4	5	NA

APPENDIX

Materials included are appropriate	1	2	3	4	5	NA
Proper references to the appendix	1	2	3	4	5	NA
Relevancy of Contents	1	2	3	4	5	NA
General Format	1	2	3	4	5	NA

Student's Name _____ SEMINAR _____

PASS _____ UNACCEPTABLE _____

_____

Evaluator's Signature (date)

APPENDIX O

I.R.S. INSTRUCTIONS AND INFORMATION FOR CONDUCTING COMPUTER SEARCHES

PROGRAMS FOR HIGHER EDUCATION

INFORMATION RETRIEVAL SERVICE (I.R.S.)

INTRODUCTION

The Programs for Higher Education at Nova University share in the operation of the Information Retrieval Service. This service provides students, graduates, and staff with resources useful in their study areas and research work. The resources include computer searches, ERIC microfiche, and consultation services. I.R.S. also provides information regarding local resource centers and comprehensive document retrieval services.

COMPUTER SEARCH PROCEDURE

Students who wish to have a computer search conducted, fill out a computer search form describing the topic, key terms or descriptors, and give a brief narrative containing additional information about the search. The request form is signed by the Cluster Coordinator and forwarded to the I.R.S. office. I.R.S. staff review the search strategy, select the appropriate database(s) and make revisions using the appropriate descriptors for the selected database(s). Next, the computer search is conducted online and the offline printout is ordered. When the I.R.S. receives the printout, the citations in the printout are reviewed to be sure the search results match the original request. Then the printout is sent to the requestor along with forms regarding explanations of the printout, microfiche orders, and article orders.

The computer search printout that the requestor receives contains the full bibliographic citations of all information related to the requested search. Using this information in the printout, the requestor may locate complete copies of the most appropriate materials, such as journal articles, documents, doctoral dissertations, and government publications.

RESOURCES

The Information Retrieval Service (I.R.S.) has access to four online systems as follows:

The Dialog Information Retrieval Service, from Dialog Information Services, Inc. in California has more than 200 databases available on the system. The databases cover a multitude of subjects and are updated regularly to provide access to the most recently published information. Some databases that are most helpful in obtaining information for The Programs for Higher Education students and staff include Educational Resources Information Center (ERIC), Medline, Psycinfo, Sociological Abstracts, Dissertation Abstracts, and ABI/Inform.

BRS (Bibliographic Retrieval Service) is based in New York. BRS converts its databases into a common format for searching. Over ninety databases are available on the BRS system, including ERIC, SPIN/SPIF, and RICE.

SpecialNet is a computer-based communication/information system sponsored by the National Association of State Directors of Special Education. SpecialNet provides an electronic mailing system and electronic bulletin boards, enabling users to keep up-to-date on information pertaining to special education.

NEXIS is a service of Mead Data Central. It is an online system that allows access to information in newspapers, magazines, wire services, newsletters, and government documents. The full text or portions of a story may be obtained in resources, such as the New York Times, the Washington Post, Newsweek, and U.S. News and World Report.

ERIC

The database that is most often used by the I.R.S. is the Educational Resources Information Center. This database, better known as ERIC, is a nationwide information database devoted to the field of education. ERIC includes topics, such as innovative programs and practices, conference proceedings, bibliographics, significant speeches and professional papers, curriculum materials and reports of curriculum findings. ERIC has sixteen clearinghouses, each specializing in a particular area of education and affiliated with an institution that has recognized expertise in that area. Our Nova I.R.S. staff may access ERIC through Dialog or BRS.

[illegible] MICROFICHE

It is possible to follow-up computer searches with free microfiche copies of requested ERIC documents. The Information Retrieval Service has a collection of over 250,000 ERIC microfiche available to participants for their research needs. Each month 1200 to 1500 microfiche are added to update this collection.

SPIF

SPIF, School Practices Information File, is another database often used for computer searches. SPIF provides descriptions of over 12,000 educational programs, practices, and products. This database is available through the BRS/Education Service Group. SPIF includes descriptions of commercial materials, as well as publicly funded exemplary programs and materials. Numerous Nova University Masters and Doctoral practicum descriptions may be accessed through this file.

CONSULTATION SERVICES AND WORKSHOPS

I.R.S. consultation services are provided for students, graduates, and staff. Upon request, telephone conferences may be scheduled to discuss individual research needs. At various times, the Director of the Information Retrieval Service meets with student groups regarding I.R.S. resources and participates in conferences with individual students, as well as Summer [illegible]titutes.

SAMPLE SEARCH
ERIC DESCRIPTORS

EDUCATIONAL QUALITY Jul 1988
CUE: 1,310 RIE: 1,469 GC: 330
SN Degrees of excellence in meeting educational objectives (note: use a more precise term if possible)
UF Educational Quality Assessment ◆
Quality Education
RT Accrediting Agencies
Back To Basics
Consumer Protection
Curriculum Evaluation
Education
Educational Improvement
Educational Objectives
Equal Education
Program Effectiveness
Quality Of Life
School Effectiveness
Teacher Effectiveness

HIGHER EDUCATION Jul 1988
CUE: 46,516 RIE: 31,271 GC: 346
SN All education beyond the secondary level leading to a formal degree (note: also appears in the list of mandatory educational level descriptors)
UF Advanced Education
College Deans (1968 1969) ◆
Private Higher Education ◆
Public Higher Education ◆
NT Graduate Study
Postdoctoral Education
Undergraduate Study
BT Postsecondary Education
RT Academic Advising
Access To Education
College Admission
College Attendance
College Bound Students
College Curriculum
College Instruction
College Preparation
College Programs
Colleges
Degrees (Academic)
Developing Institutions
Doctoral Programs
Educational Benefits
Extension Education
Graduate Students
Masters Programs
Nontraditional Students
Postsecondary Education As A Field Of Study
Undergraduate Students
Universities

MEASUREMENT Jul 1988
CUE: 1,585 RIE: 1,213 GC: 62[illegible]
SN Process of obtaining a numerical description of the extent to which persons organizations, or things possess some trait characteristics (note: see also "testing" and "evaluation")
NT Achievement Rating
Cognitive Measurement
Merit Rating
Predictive Measurement
Scoring
RT Computation
Data
Estimation (Mathematics)
Evaluation
Full Time Equivalency
Generalizability Theory
Grade Equivalent Scores
Mathematical Models
Mathematics Skills
Measurement Objectives
Measurement Techniques
Measures (Instruments)
Metric System
Norms
Observation
Proof (Mathematics)
Scores
Standards
Statistical Analysis
Statistical Data
Testing
Tests

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PRINTS SUMMARY User:U0038615, File 1

File(s) searched:

File 1:ERIC - 66-86/Mar

Sets selected:

Set	Items	Description
1	0	HEIDI ED
2	4005	EDUCATIONAL QUALITY
3	19997	EDUCATIONAL OBJECTIVES
4	10489	PROGRAM EFFECTIVENESS
5	33367	2 OR 3 OR 4
6	14501	MEASUREMENT/DE
7	2230	PREDICTIVE MEASUREMENT
8	456	MEASUREMENT OBJECTIVES
9	4951	MEASUREMENT TECHNIQUES
10	14501	6 OR 7 OR 8 OR 9
11	96126	HIGHER EDUCATION
12	24158	COLLEGES/DE
13	8142	UNIVERSITIES/DE
14	114927	11 OR 12 OR 13
15	756	5 AND 10
16	92	14 AND 15

Prints requested

Date	Time	Description
08Apr	10:53:07	PRINT 16/5/1-92

Total items to be printed: 92

DIALOG File 1: ERIC - 66-86/Mar

EJ313963 HE519117
How Not to Rank Universities.
Webster, David S.
Higher Education, v14 n1 p101-09 Feb 1985
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJJUN85
Academic quality rankings of colleges, universities, and individual departments have flourished recently, and Jack Gourman's rankings have had a great impact on U.S. higher education. A study of Gourman's eight books, a comparison of their findings, and a 3-hour interview with Gourman are discussed. (MLW)
Descriptors: College Programs; Colleges; *Comparative Analysis; Departments; *Educational Quality; *Higher Education ; *Measurement Techniques; Universities
Identifiers: Gourman (Jack); *Ranking

EJ312152 HE519044
Assessment of Quality for Accountability.
Folger, John
New Directions for Higher Education, No. 48 (Financial Incentives for Academic Quality) v12 n4 p75-85 Dec 1984
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142); POSITION PAPER (120)
Journal Announcement: CIJMAY85
If institutional accountability shifts from compliance with state rules to demonstration of progress, both policy and institutional interests may be better served. The legislature or governor is the most likely source of pressure to develop outcome measures, but results will not occur until accountability reaches the faculty level. (MSE)
Descriptors: *Accountability; Educational Economics; Educational Improvement; *Educational Quality; Government School Relationship; *Higher Education; *Incentives; Measurement Techniques; Outcomes of Education; Program Effectiveness; Program Evaluation

EJ312149 HE519041
Performance Funding: Tennessee's Experiment.
Banta, Trudy W.; Fisher, Homer S.
New Directions for Higher Education, No. 48 (Financial Incentives for Academic Quality) v12 n4 p29-41 Dec 1984
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJMAY85
An experiment of the Tennessee Higher Education Commission is outlined that allocated up to 5 percent of an institution's annual state funding for awarding on the basis of demonstrated accomplis' nt in five performance areas. A project funded by the Kell. Foundation to increase the use of student outcome information in institutional planning is also discussed. (MSE)
Descriptors: College Planning; *Educational Finance; Educational Improvement; Educational Quality; Financial Support; *Higher Education; *Incentives; Measurement Techniques; Outcomes of Education; Program Effectiveness; Program Evaluation; *Resource Allocation; *Rewards; State Aid *State Boards of Education; State Universities; Student Personnel Services
Identifiers: Kellogg Foundation; Performance Budgeting; *Tennessee Higher Education Commission; University of Tennessee Knoxville

EJ305007 UD510996
Classifying Black Studies Programs.
Brossard, Carlos A.
Journal of Negro Education, v53 n3 p278-95 Sum 1984
Available from: UMI
Language: English
Document Type: REVIEW LITERATURE (070); EVALUATIVE REPORT (142)
Journal Announcement: CIJDEC84
Examines the growing body of demonstrations of performance of Black Studies programs and criticizes unattended measurement and conceptual confusions. Proposes quantitative and qualitative models for evaluation of programs. (Author/KH)
Descriptors: *Black Studies; Curriculum Development; *Educational Objectives; *Evaluation Criteria; Higher Education; *Measurement Techniques; Program Development; Program Effectiveness; *Program Evaluation

EJ291869 HE517680
Measurement and Use of Faculty Productivity Data.
Smith, Mickey C.
American Journal of Pharmaceutical Education, v47 n4 p357-60 Win 1983
Available from: UMI
Language: English
Document Type: CONFERENCE PAPER (150); REVIEW LITERATURE (070)
Journal Announcement: CIJAPR84
Administrators should have some clear-cut objectives that the faculty can be apprised of in such a way that they can make informed decisions about how to allocate their efforts. A literature review of productivity in pharmacy education is provided, and evaluation as an administrative function is discussed. (MLW)
Descriptors: *College Administration; *College Faculty; Educational Objectives; *Educational Quality; *Faculty Evaluation; Higher Education; *Measurement Techniques; Pharmaceutical Education; *Productivity; Teacher Effectiveness

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DIALOG File 1: ERIC - 66-86/Mar

788-808, HE 016 814, and HE 016 887.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: LEGAL MATERIAL (090); POSITION PAPER (120)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEAPR84
The usefulness of tests for college admissions decisions, guidance, and student placement is discussed by a representative of the Educational Testing Service (ETS). Since high school curricula often vary among schools in both content and quality, standardized test scores provide a common measure of applicant performace and indicate a grasp of certain skills, concepts, and knowledge. Test scores combined with other indicators enhance the ability to predict accurately how an applicant is likely to do in a particular institution. Test scores can also be useful to postsecondary institutions' decisions relative to the guidance and placement of students. Guidance profiles can be helpful in identifying students' interests and developing long-range goals. Additionally, test data can help the institution determine what its course offerings should be. ETS is conducting research to identify factors other than academic ability that might influence college admissions decisions. These nonacademic characteristics are personal qualities, some of which are related to different types of success in college. Diagnostic tests, which can be helpful in improving the teaching-learning process, provide information on student progress toward specific learning outcomes. (SW)
Descriptors: *Academic Advising; Aptitude Tests; *College Admission; *College Entrance Examinations; Diagnostic Tests; Educational Quality; *Educational Testing; Higher Education; Predictive Measurement; Standardized Tests; *Student Placement ; *Test Use
Identifiers: *Excellence; National Commission on Excellence in Education

ED229373 SP022254
An Evaluation of a Teacher Education Program.
Galluzzo, Gary R.
13 Apr 1983 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 13, 1983).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)
Geographic Source: U.S.; New Jersey
Journal Announcement: RIESEP83
A field test of an evaluation of a teacher education program at Glassboro State College (New Jersey) used 19 preservice teachers as subjects. The evaluation model adopted for the study, CIPP, is an acronym for the four types of evaluation incorporated into one model: context, input, process, and product. Tests administered to students were the Minnesota Teacher itude Inventory (MTAI) and the National Teacher Examinati, , including both the Weighted Common Examinations Test (WCET) and the appropriate Area Exam for each of the three major areas of study from which these students were drawn. Evidence from this longitudinal study indicated that the scores on the MTAI increased from the freshman year to the middle of the junior year, with the mean for this group dropping somewhat when the students were measured following student teaching. Results from analysis of academic achievement using the WCET scores indicated that there was no change in these students' academic achievement. Four possible explanations are offered for the lack of significant differences over the four years on the general studies portion of the WCET. (JM)
Descriptors: *Academic Achievement; Educational Assessment; *Education Majors; Evaluation Methods; Higher Education; Measurement Techniques; Preservice Teacher Education; Program Effectiveness; *Program Evaluation; *Student Attitudes; Student Characteristics; *Teacher Education Programs
Identifiers: Glassboro State College NJ; Minnesota Teacher Attitude Inventory; National Teacher Examinations

ED229348 SP022178
Challenges to Curriculum and Teaching Based on Bloom's Taxonomy.
Fain, Stephen M.; Bader, Barbara
Feb 1983 44p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Orlando, FL, February 1983).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070); CONFERENCE PAPER (150)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP83
Bloom's Taxonomy is reviewed and analyzed in this report; the summative finding being that few educational innovations have had equal impact upon the profession. The taxonomy is first defined with particular attention being paid to "Handbook 1: Cognitive Domain." Various universities' and colleges' use of the taxonomy is described. Problems of research are discussed and a review of the research provided. Problems growing from the taxonomy in terms of application are also discussed. It is suggested that, because the taxonomy has influenced such a diverse group of people as researchers, measurement specialists, curriculum developers, and teachers, the problem with the taxonomy must be recognized as one of communication. There is noted to be a wide gap between those who expose the construct and those who put it to use. (JM)
Descriptors: Cognitive Development; Cognitive Measurement; *Cognitive Processes; Educational Objectives; *Educational Philosophy; Education Majors; Higher Education; Measurement Techniques; *Teacher Education; *Teacher Educators
Identifiers: *Blooms Taxonomy

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MARCH 1986

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Travel

OAG

ERIC

DIALOG INFORMATION RETRIEVAL SERVICE

FILE DESCRIPTION

ERIC is the complete database of educational materials collected by the Educational Resources Information Center. It consists of two subfiles: *Resources in Education* (RIE), which is concerned with the most significant and timely education research reports; and *Current Index to Journals in Education* (CIJE), an index to more than 700 periodicals of interest to every segment of the educational profession.

SUBJECT COVERAGE

The ERIC database includes a wide variety of educational information organized by the following broad subject areas:

- Adult, Career, and Vocational Education
- Counseling and Personnel Services
- Early Childhood Education
- Educational Management
- Handicapped and Gifted Children
- Higher Education
- Information Resources
- Junior Colleges
- Languages and Linguistics
- Reading and Communication Skills
- Rural Education and Small Schools
- Science, Mathematics, and Environmental Education
- Social Studies/Social Science Education
- Teacher Education
- Tests, Measurement, and Evaluation
- Urban Education

SOURCES

ERIC collects and indexes many document types: research reports, evaluation studies, curriculum guides, lesson plans, bibliographies, course descriptions, theses, journal articles, pamphlets, and other "fugitive" materials. All non-copyrighted items can be purchased from the ERIC Document Reproduction Service (EDRS) in paper copy or microfiche. There are approximately 650 locations throughout the country having collections of the ERIC microfiche, and most are open to the general public.

DIALOG FILE DATA

Inclusive Dates:	1966 to the present
Update Frequency:	Monthly (approximately 3,000 records per month)
File Size:	402,262 records as of September 1980

ORIGIN

ERIC is produced by:

National Institute of Education
Educational Resources Information Center
Washington, DC 20208

Questions concerning file content should be directed to:

ERIC Processing and Reference Facility
4833 Rugby Avenue, Suite 303
Bethesda, MD 20014

Telephone: 301/656-9723

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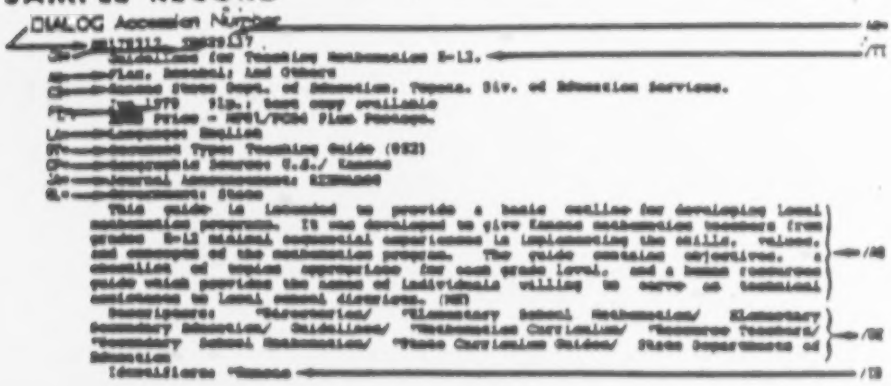
ERIC
DIALOG FILE 1

SAMPLE RECORD



SEARCH OPTIONS

BASIC INDEX

SUFFIX	FIELD NAME	EXAMPLES
None	Basic Index (Includes Abstract, Descriptor Identifier, and Title)	E SKILLS S RESOURCE?
/AB	Abstract	S MATHEMATICS(W)PROGRAM?/AB
/DE	Descriptor[1]	S MATHEMATICS CURRICULUM/DE
/ID	Identifier[1]	S KANSAS/ID
/TI	Title	S TEACHING(F)GUIDELINES/TI

[1]Also /DES, /DF, /DFS.
[2]Also /IDS, /IF, /IFS.

ADDITIONAL INDEXES

PREFIX	FIELD NAME	EXAMPLES	
AN=	Clearinghouse Number	E AN=VT003158	S AN=ED332137
AU=	Author	E AU=BOOKER, E	S AU=FLAK, RT
CH=	Clearinghouse Code	E CH=VT	S CH=IR
CN=	Contract/Grant Number[3]	E CN=NIDA	S CN=NIDA-5-H81-DA-01496-03
CP=	Country of Publication[3,4]	E CP=JAPAN	S CP=U.S.
CS=	Corporate Source[3]	E CS=BBN CORP	S CS=KANSAS(F)CS=STATE(F)CS=EDUCATION
DT=	Document Type[3]	E DT=TEACHING GUIDE	S DT=ERIC
GL=	Government Level[3,4]	E GL=FOREIGN	S GL=STATE
JA=	Journal Announcement	E JA=JUN1988	S JA=MAR88
JN=	Journal Name	E JN=LIBRARY	S JN=READING HORIZONS
LA=	Language[3]	E LA=FRENCH	S LA=GERMAN
PR=	Bureau/Project Number[3]	E PR=BR	S PR=BR-7-0803
PY=	Publication Year	E PY=1988	S PY=1979
RN=	Report Number[3]	E RN=AOM	S RN=AOM-79-478
SP=	Sponsoring Agency[3]	E SP=NSF	S SP=BASCOM(W)SP=FOUNDATION
UD=	Update	E UD=0003	S UD=FY79
ZZ=	Related Descriptors	E ZZ=ABILITY	Cannot from EXPAND Search

[3]SEE records only.
[4]For records from 1979 to the present.

LIMITING

SUFFIX	FIELD NAME	EXAMPLES
/ED	Accession Numbers and/or RIE Suffix	LIMIT 1/(080788-999999)/ED LIMIT 4/ED
/EJ	Accession Numbers and/or CIJE Suffix	LIMIT 5/(083145-999999)/EJ LIMIT 8/EJ
/AVAIL	Document Available from EDRS	LIMIT 6/AVAIL
/UNAVAIL	Document Not Available from EDRS	LIMIT 10/UNAVAIL
/MAJ	Major Descriptor or Identifier	LIMIT 7/MAJ
/MIN	Minor Descriptor or Identifier	LIMIT 9/MIN

SORTING

SORTABLE FIELDS	EXAMPLES
Online (/SORT) and offline (PRINT): AU,CS,JN,PY,TI	SORT 8/1-56/3,4/PY PRINT 15/3/1-12/PY/AU

FORMAT OPTIONS

NUMBER	RECORD CONTENT	NUMBER	RECORD CONTENT
Format 1	DIALOG Accession Number	Format 5	Full Record
Format 2	Full Record except Abstract	Format 6	Title and DIALOG Accession Number
Format 3	Bibliographic Citation	Format 7	Bibliographic Citation and Abstract
Format 6	Abstract and Title	Format 8	Title and Indexing

DIRECT RECORD ACCESS

PREFIX	FIELD NAME	EXAMPLES	
None	DIALOG Accession Number	TYPE ED178312/6	PRINT IL207531/9

All Page numbers refer to detailed discussions in DIALOG Database sections.

PSYCINFO

DIALOG INFORMATION RETRIEVAL SERVICE

FILE DESCRIPTION

The PSYCINFO (Psychological Abstracts Information Service) database covers the world's literature in psychology and related behavioral and social sciences such as psychiatry, sociology, anthropology, education, pharmacology, and linguistics. Over 950 periodicals and technical reports, and monographs are scanned each year to provide coverage of original research, reviews, discussions, theories, conference reports, panel discussions, case studies, and descriptions of apparatus. PSYCINFO, produced by the American Psychological Association (APA), includes all material from the printed *Psychological Abstracts* and additional material from *Dissertation Abstracts International* and other sources.

SUBJECT COVERAGE

The following general fields are covered:

- Applied Psychology
- Communication Systems
- Developmental Psychology
- Educational Psychology
- Experimental Human and Animal Psychology
- Experimental Social Psychology
- General Psychology
- Personality
- Physical and Psychological Disorders
- Physiological Intervention
- Physiological Psychology
- Professional Personnel and Issues
- Psychometrics
- Social Processes and Issues
- Treatment and Prevention

SOURCES

Material included in PSYCINFO is drawn from approximately 1,050 primary sources, both domestic and international, including the following: periodicals, technical reports, monographs, and *Dissertation Abstracts International*.

DIALOG FILE DATA

Inclusive Dates:	1967 to the present
Update Frequency:	Monthly (approximately 2,700 records per update)
File Size:	324,560 records as of December 1980

ORIGIN

PSYCINFO is produced by the American Psychological Association. Questions concerning file content should be directed to:

PsycINFO
User Services Department
American Psychological Association
1200 Seventeenth Street, N.W.
Washington, DC 20036

Telephone: 800/336-4980 (U.S. except Virginia)
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PSYCINFO

DIALOG FILE 11

SAMPLE RECORD

DIALOG Accession Number
82-02476 VOL NO: 62 ABSTRACT NO: 02476
Ergonomics in penpoint design. /TI
AU- Kao, Henry S.
CS- U Hong Kong
JN- Acta Psychologica Taiwanica 1977 Vol 19 49-52 APSTCI
LA- LANGUAGE: ENGLISH DOCUMENT TYPE: JOURNAL ARTICLE
Human factors in human handwriting and penpoint design have received little attention until recently. This paper reports 2 studies on the design of penpoints and its effectiveness in handwriting skills. Straight, curved, and tilted points were compared in the writing efficiency of 2 groups of 12 Ss each who performed letter formation tasks. Results show the superiority of tilted points over straight points and the straight points over curved points. /AB
DC- DESCRIPTORS: HUMAN FACTORS ENGINEERING .(23440); HANDWRITING .(22250); VISUAL FEEDBACK .(35940)
IDENTIFIERS: tilted vs straight vs curved design of penpoints & feedback availability, handwriting performance /ID
SH- SECTION HEADINGS: 3440. (HUMAN FACTORS ENGINEERING) /SH

SEARCH OPTIONS

BASIC INDEX

SUFFIX	FIELD NAME	EXAMPLES
None	Basic Index (Includes Abstract, Descriptor, Identifier, Section Heading, and Title)	E HANDWRITING S ERGONOMICS
/AB	Abstract	S LETTER(W)FORMATION?/AB
/DE	Descriptor[1]	S VISUAL FEEDBACK/DE
/ID	Identifier	S HANDWRITING(W)PERFORMANCE/ID
/SH	Section Heading	S HUMAN FACTORS ENGINEERING/SH
/TI	Title	S PENPOINT?/TI DESIGN/TI

[1] Also /DF.

ADDITIONAL INDEXES

PREFIX	FIELD NAME	EXAMPLES	
AU=	Author	E AU=BAUER, JAMES	S AU=KAO, HENRY?
CO=	CODEN[2]	E CO=BHLAW	S CO=APTIC
CS=	Corporate Source	E CS=PSYCHIATRIQUE	S CS=UW(S)HONGW(S)KONG
DC=	Descriptor Code	E DC=33915	S DC=45340
DT=	Document Type	E DT=DISSERTATION	S DT=JOURNAL ARTICLE
JA=	Journal Announcement	E JA=8405	S JA=8201
JN=	Journal Name	E JN=CHARACTER POTENTIAL	S JN=ACTA PSYCHOLOGICA TAIWANICA
LA=	Language	E LA=GERMAN	S LA=FRENCH
PU=	Publisher	E PU=RAND	S PU=PRENTICE(W)HALL
PY=	Publication Year	E PY=1980	S PY=1977
SH=	Section Heading Code	E SH=2140	S SH=3460
SN=	International Standard Serial Number (ISSN)[2]	E SN=0003-6919	S SN=0478/7813
UD=	Update	E UD=8009	S UD=9999
ZZ=	Restored Descriptor	E ZZ=COMMUNICATION	(SELECT from EXPAND display)

[2] For records from 1973 forward.
[3] For records from 1976 forward.

LIMITING

SUFFIX	FIELD NAME	EXAMPLES
/ENG	English Language	LIMIT 6/ENG
/FRN	Non-English Language	LIMIT 5/FRN
/ANIMAL	Animal Subject	LIMIT 3/ANIMAL
/HUMAN	Human Subject	LIMIT 12/HUMAN

SORTING

SORTABLE FIELDS	EXAMPLES
Online (SORT) and offline (PRINT). AU, CS, JN, PY, and TI.	SORT S/1-55/AU PRINT S/S/1-78/AU/TI

FORMAT OPTIONS

NUMBER	RECORD CONTENT	NUMBER	RECORD CONTENT
Format 1	DIALOG Accession Number	Format 5	Full Record
Format 2	Full Record except Abstract	Format 6	Title and DIALOG and PA Accession Numbers
Format 3	Bibliographic Citation	Format 7	Bibliographic Citation and Abstract
Format 4	Abstract and Title	Format 8	Title and Indexing

DIRECT RECORD ACCESS

PREFIX	FIELD NAME	EXAMPLES	
None	DIALOG Accession Number	TYPE 82-02833/5	PRINT 82-02476/3

Note: Page numbers refer to detailed discussion in DIALOG reference chapter.

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ABI/INFORM®

DIALOG INFORMATION RETRIEVAL SERVICE

FILE DESCRIPTION

ABI/INFORM, produced by Data Courier Inc, provides coverage of the principal articles appearing in more than 660 business and management periodicals worldwide. Virtually every aspect of business is covered in the file, with particular emphasis on company case histories, competitive intelligence, new product development, and facts relevant to business decision making. Informative abstracts of about 200 words are included for all journal articles in the database. The database has no printed equivalent.

SUBJECT COVERAGE

ABI/INFORM covers the following major subject areas:

- Accounting and Auditing
- Banking
- Data Processing and Information Management
- Economics
- Finance and Financial Management
- General Management
- Health Care
- Human Resources
- Insurance
- Law and Taxation
- Management Science
- Marketing, Advertising, and Sales Management
- New Product Development
- Personnel, Employee Benefits, and Labor Relations
- Public Administration and Government
- Real Estate
- Telecommunications

SOURCES

ABI/INFORM contains bibliographic citations and abstracts for articles from over 660 management and business journals. Eighty percent of the journals covered are published in the United States. The database also includes English-language journals published in other countries. Non-English language publications have been cited on a limited basis since 1981.

DIALOG FILE DATA

Inclusive Dates:	August 1971 to the present
Update Frequency:	Weekly (approximately 825 records per update)
File Size:	Approximately 317,000 records as of June 1986

ORIGIN

ABI/INFORM is produced by Data Courier Inc. Questions concerning file content should be directed to:

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FILE 15

ABI/INFORM®
DIALOG FILE 15

SAMPLE RECORD

SEARCH OPTIONS

BASIC INDEX

SUFFIX*	FIELD NAME	INDEXING	SELECT EXAMPLES
/AB	Abstract	Word	S CELLULAR(3N)COMMUNICAT?
/CO	Company Name†	Word	S BOSCH(1N)ROBERT/CO
/DE	Descriptor‡	Word & Phrase	S MOBILE(W)RADIOS/(W)TC/DE
/TI	Title	Word	S MOBILE(W)MARKET/TI

*If no suffix is specified all Basic Index fields are searched.
†Also searchable using CO=
‡Also DP.

ADDITIONAL INDEXES

PREFIX	FIELD NAME	INDEXING	SELECT EXAMPLES
AU=	Author	Phrase	S AU=MORANT, ADRIAN?
CC=	Classification Code	Phrase	S CC=9170
CO=	CODEN	Phrase	S CO=TPEMAW
CN=	Classification Name	Phrase	S CN=ADVERTISING AGENCIES
CO=	Company Name§	Phrase	S CO=BROADVIEW FINANCIAL?
DN=	D-U-N-S Number	Phrase	S DN=05-844-1428
DT=	Document Type#	Phrase	S DT=JOURNAL PAPER
JC=	Journal Code	Phrase	S JC=TEM
JN=	Journal Name	Phrase	S JN=TELEPHONE ENGINEER & MGMT
LA=	Language¶	Phrase	S LA=ENGLISH
PD=	Publication Date‖	Phrase	S PD=860101
PY=	Publication Year	Phrase	S PY=1986
SN=	International Standard Serial Number (ISSN)	Phrase	S SN=0040-2833X
UD=	Update	Phrase	S UD=860131

§Also searchable using CO.
#DT=JOURNAL PAPER is the only document type used at this time.
¶Over 99% of the records are indexed to LA=ENGLISH.
‖Also searchable in four digits, e.g., PD=8601.

LIMITING

Sets and terms may be limited by Basic Index suffixes, i.e., AB, CO, DE, DP, TI (e.g., SELECT S4/TI), as well as by the features listed below:

SUFFIX	FIELD NAME	EXAMPLE
None	Publication Year	S S5/1985
None	DIALOG Accession Number	S S4/86000001-86999999

SORTING

SORTABLE FIELDS	EXAMPLES
Online (SORT) and offline (PRINT): AU, CO, JC, JN, PY	SORT S4/ALL/AU/TI PRINT S3/ALL/JN

FORMAT OPTIONS

NUMBER	RECORD CONTENT	NUMBER	RECORD CONTENT
Format 1	DIALOG Accession Number	Format 5	Full Record
Format 2	Full Record except Abstract	Format 6	Title and DIALOG Accession Number
Format 3	Bibliographic Citation	Format 7	Bibliographic Citation and Abstract
Format 4	Full Record with Tagged Fields	Format 8	Title and Indexing (Company Names, Descriptors, Classification Codes and Names)

DIRECT RECORD ACCESS

FIELD NAME	EXAMPLES		
DIALOG Accession Number	TYPE 86004836/3	DISPLAY 86012975/6	PRINT 85039972/9

DISSERTATION ABSTRACTS ONLINE

DIALOG INFORMATION RETRIEVAL SERVICE

35

FILE DESCRIPTION

DISSERTATION ABSTRACTS ONLINE is a definitive subject, title, and author guide to virtually every American dissertation accepted at an accredited institution since 1861, when academic doctoral degrees were first granted in the United States. Approximately 99% of all American dissertations are cited in this file. Masters theses have been selectively indexed since 1962. In addition, the database serves to disseminate citations for thousands of Canadian dissertations and an increasing number of papers accepted in institutions abroad. Professional (e.g., M.D., LL.D.) and honorary degrees are not included.

Abstracts are included for doctoral dissertation records from July 1980 (*Dissertation Abstracts International*, Volume 41, Number 1) to the present.

SUBJECT COVERAGE

All subject areas are covered, including the following:

- Mathematics and Statistics
- Fine Arts and Music
- Library and Information Science
- Psychology and Sociology
- Business and Economics
- Geography and Regional Planning
- History and Political Science
- Language and Literature
- Philosophy and Religion
- Agriculture
- Astronomy
- Biological and Environmental Sciences
- Chemistry
- Health Sciences
- Engineering
- Geology
- Physics
- Education

SOURCES

Individual, degree-granting institutions submit copies of dissertations and theses or lists of dissertations and theses completed to University Microfilms International (UMI). Citations for these dissertations are included in the database and in University Microfilms International printed publications: *Dissertation Abstracts International* (DAI), *American Doctoral Dissertations* (ADD), *Comprehensive Dissertation Index* (CDI), and *Masters Abstracts* (MAI). A list of cooperating institutions can be found in the preface to any volume of *Comprehensive Dissertation Index* or *Masters Abstracts*.

DIALOG FILE DATA

Inclusive Dates:	1861 to the present
Update Frequency:	Monthly (approximately 3,500 records per month)
File Size:	Over 800,000 records as of November 1983

ORIGIN

DISSERTATION ABSTRACTS ONLINE is produced by University Microfilms International. Questions concerning file content should be directed to:

Candace C. Wise
Database Specialist
Dissertation Publishing, UMI
300 North Zeeb Road
Ann Arbor, MI 48106

Telephone: 800/521-0600 (toll-free except Michigan)
313/761-4700, ext. 399 (within Michigan)
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E 35

DISSERTATION ABSTRACTS ONLINE
DIALOG FILE 35

A. 'LE RECORD

EARCH OPTIONS

BASIC INDEX

SUFFIX*	FIELD NAME	EXAMPLES
/AB /DE /TI	Abstract[1] Descriptor[2] Title	S MUDALIAR/WCARSNAT/AB S CHEMISTRY, ORGANIC/DE S INDUSTRIAL(P)PSYCHOLOGY/DE S ECOLOGY/DE S FRESHWATER(W)GASTROPODS/TI

*If no suffix is specified, all Basic Index fields are searched.
[1]Abstracts released for research from July 1980 to the present.
[2]Also /DF.

ADDITIONAL INDEXES

PREFIX	FIELD NAME	EXAMPLES	
AU=	Author	E AU=BROWN, D	S AU=SMITH, TOM, SUZANNE?
CS=	Corporate Source	E CS=CORNELL	S CS=UNIVERSITY OF MARYLAND S CS=UNIVERSITY(W)CS and MARYLAND
DC=	Document Code	E DC=4439	S DC=0039
DG=	Degree	E DG=M.D.	S DG=PH.D.
IC=	Institution Code	E IC=0086	S IC=0117
PY=	Publication Year	E PY=1987	S PY=1979
UD=	Update	E UD=8511	S UD=9999

LIMITING

SUFFIX	FIELD NAME	EXAMPLES
/DOC	Doctoral Dissertations	LIMIT S/DOC
/MAS	Masters Theses	LIMIT S/MAS
/AVAIL	Available from UMI	LIMIT 1/AVAIL
/UPAVAIL	Not Available from UMI	LIMIT 12/UPAVAIL

SORTING

SORTABLE FIELDS	EXAMPLES
Online (SORT) and offline (PRINT): AU, CS, DC, PY, TI	SORT 4/1-4/3/CS PRINT 4/5/1-4/3/PY,D

FORMAT OPTIONS

NUMBER	RECORD CONTENT	NUMBER	RECORD CONTENT
Format 1	DIALOG Accession Number	Format 5 or 7	Full Record
Format 2	Full Record except Abstract	Format 6	Title, DIALOG Accession Number, and UMI Order Number
Format 3	Bibliographic Citation	Format 8	Title and Indexing
Format 4	Abstract and Title		

DIRECT RECORD ACCESS

FIELD NAME	EXAMPLES		
DIALOG Accession Number	TYPE 357115/3	DISPLAY 734571/8	PRINT 202809/5

SOCIOLOGICAL ABSTRACTS

DIALOG INFORMATION RETRIEVAL SERVICE

FILE DESCRIPTION

SOCIOLOGICAL ABSTRACTS (SA), which corresponds to the printed index of the same name, covers the world's literature in sociology and related disciplines. Over 1,500 journals and other serial publications are scanned each year to provide coverage of original research, reviews, discussions, monographic publications, theory, conference reports, panel discussions, and case studies.

Informative abstracts are provided for records since 1973.

SUBJECT COVERAGE

The following fields are covered:

- Methodology and Research Technology
- History and Theory of Sociology
- Social Psychology and Group Interaction
- Culture and Social Structure
- Management and Complex Organization
- Social Change and Economic Development
- Mass Phenomena and Political Interactions
- Social Differentiation
- Sociology of the Arts, Business, Education, Health and Medicine, Knowledge, Law, Religion, and Science
- Rural and Urban Sociology
- Demography and Human Biology
- The Family and Social Welfare
- Community Development
- Policy, Planning, Forecasting, and Speculation
- Radical Sociology
- Studies in Violence and Poverty
- Environmental Interactions
- Women's Studies

SOURCES

Each year the staff of Sociological Abstracts, Inc., scans approximately 1,500 journals and other serial publications, both domestic and international, for material related to sociology. Before 1973 some monographic publications were also included. Conference papers have been indexed from 1968-1972, and from 1977 to the present.

DIALOG FILE DATA

Inclusive Dates:	1963 to the present
Update Frequency:	Five times annually (approximately 1,700 records per update)
File Size:	135,000 records as of December 1983

ORIGIN

SOCIOLOGICAL ABSTRACTS is produced by Sociological Abstracts, Inc. Questions concerning file content should be directed to:

Miriam Chall, Managing Editor
Sociological Abstracts, Inc.
P.O. Box 22206
San Diego, CA 92122

Telephone: 619/565-6603

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SOCIOLOGICAL ABSTRACTS
DIALOG FILE 37

SAMPLE RECORD

DIALOG Accession Number
AN= 018669 82M5715
TI= Durkheim and Pierce on Suicide and Economic Change /TI
AU= Marshall, James R.; Dodge, Robert W.
CS= State U New York, Buffalo 14214 /CS
JN= Social Science Research 1981, 10, 2, June, 101-114. CODEN: SSREBG CO=
PY= Pub. Year: 1981
CP= Country of Publication: United States
Language: English LA=
DT= Document Type: Abstract of Journal Article
An attempt is made to build on Albert Pierce's important finding (see SA 13:7/C3813), a confirmation of Emile Durkheim (Suicide, New York: Free Press, 1951), that any form of economic disruption or change increases suicide. Certain aspects of Pierce's method are criticized. Analysis of an expanded & updated data set, using analytic techniques designed for time-series data, suggests that economic disruption per se is not as relevant to the suicide rate as are economic hardship & economic deterioration or improvement. 3 Tables, Appendixes. AA /AB
DC= Descriptors: Suicide, Suicides, Suicidal (452500); Durkheim, E. (142600); /DE
Economic, Economics, Economical (145000)
Identifiers: suicide; Albert Pierce's/Emile Durkheim's economic change theory, methods criticism /ID
/SH Section Headings: social psychology-personality & culture ; (0312) SH=

SEARCH OPTIONS

BASIC INDEX

SUFFIX*	FIELD NAME	EXAMPLES
/AB	Abstract†	S SUICIDE(W)RATE/AB
/DE	Descriptor	S LOW INCOME/DE S SOCIAL(W)BEHAVIOR/DE
/ID	Identifier	S SOCIAL(W)BEHAVIORAL(W)APPROACH/ID
/NT	Note	S REJOINDER/NT
/SH	Section Heading	S SOCIAL(W)PSYCHOLOGY(W)PERSONALITY/SH
/TI	Title	S ECONOMIC(W)CHANGE/TI

*If no suffix is specified all Basic Index fields are searched.
†For records from 1973 on.

ADDITIONAL INDEXES

PREFIX	FIELD NAME	EXAMPLES	
AN=	Sociological Abstracts Accession Number	E AN=73G0A5	S AN=82M5715
AU=	Author	E AU=WARRINER, CT	S AU=MARSHALL, JAMES R.
AV=	Availability	E AV=HARDCOPY	S AV=HARDCOPY
CO=	CODEN	E CO=ACRGBI	S CO=SSREBG
CP=	Country of Publication	E CP=BELGIUM	S CP=UNITED STATES
CS=	Corporate Source	E CS=MARQUETTE	S CS=STATE(W)CS=U(W)CS=NEW(W)CS=YORK
CT=	Meeting Name/ Meeting Series	E CT=AGRICULTURAL	S CT=MISSA
DC=	Descriptor Code	E DC=104	S DC=142600
DT=	Document Type	E DT=BIBLIOGRAPHY	S DT=ABSTRACT
JN=	Journal Name	E JN=THE AMERICAN	S JN=SOCIAL SCIENCE RESEARCH
LA=	Language	E LA=FRENCH	S LA=ENGLISH
PU=	Publisher	E PU=BULGARIAN	S PU=YURIDICHESKAYA(W)PU=LITERATURA
PY=	Publication Year	E PY=1973	S PY=1981
SH=	Section Heading Code	E SH=051	S SH=0312 S SH=03
UD=	Update	E UD=8301	S UD=9999

LIMITING

SUFFIX	FIELD NAME	EXAMPLES
None	DIALOG Accession Number	LIMIT 3/130533-999999
/ENG	English Language	LIMIT 2/ENG
/NONENG	Non-English Language	LIMIT 5/NONENG
/ABS	Abstract	LIMIT 7/ABS
/NOABS	No Abstract	LIMIT 10/NOABS

SORTING

SORTABLE FIELDS	EXAMPLES
Online (SORT) and offline (PRINT). AU, CS, CT, JN, PY, TI.	SORT 6/1-75/AU PRINT 10/S/1-150/PY/JN

FORMAT OPTIONS

NUMBER	RECORD CONTENT	NUMBER	RECORD CONTENT
Format 1	DIALOG Accession Number	Format 5	Full Record
Format 2	Full Record Except Abstract	Format 6	Title and DIALOG Accession Number
Format 3	Bibliographic Citation	Format 7	Bibliographic Citation and Abstract
Format 4	Abstract and Title	Format 8	Title and Indexing

DIRECT RECORD ACCESS

FIELD NAME	EXAMPLES		
DIALOG Accession Number	TYPE 019654/3	DISPLAY 018669/8	PRINT 000847/5

NICEM

DIALOG INFORMATION RETRIEVAL SERVICE

FILE DESCRIPTION

The National Information Center for Educational Media (NICEM) comprehensively acquires and encodes information on nonprint media covering all levels of education and instruction beginning with pre-school and ranging to postgraduate level materials in all academic areas. Adult education, professional level, teacher education, and materials specifically directed to industrial training and education are also included. The following nonprint educational media are covered: 16mm films, 35mm filmstrips, overhead transparencies, video tapes, audio tapes, phonograph records, 8mm motion cartridges, and slides and slide sets. The online file corresponds to a series of print and microfiche indexes.

Most records include brief abstracts unless the title adequately describes the work.

SUBJECT COVERAGE

All subject categories that apply to any level of academic sophistication and learning are included. Some examples of heavily covered subject areas are:

- Psychology
- Vocational and Technical Education
- Health and Safety Education
- Environmental Studies

SOURCES

NICEM acquires information from the Library of Congress, producers and distributors of nonprint materials, and media centers and libraries.

DIALOG FILE DATA

Inclusive Dates:	File created 1964 (publication dates extend earlier)
Update Frequency:	Entire file reloaded every two years
File Size:	326,500 records as of July 1980

ORIGIN

NICEM is produced by the National Information Center for Educational Media. Questions concerning file content should be directed to:

National Information Center for Educational Media
University of Southern California
University Park
Los Angeles, CA 90007

Telephone: 213/743-5899

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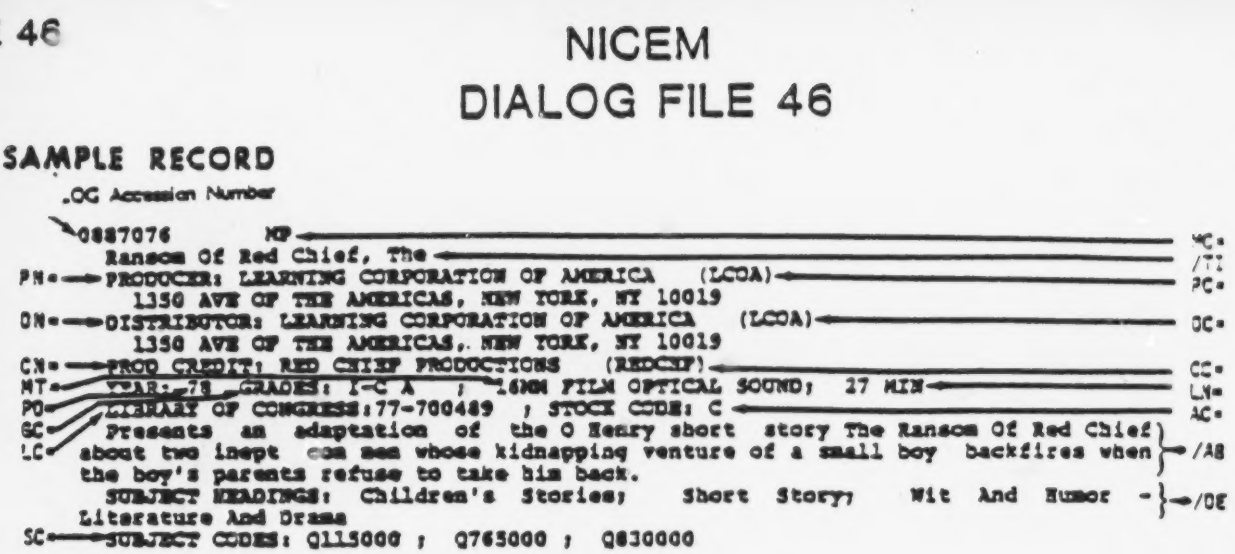
NICEM
DIALOG FILE 46

SAMPLE RECORD


.OG Accession Number
0887076 MP
MC=
Ransom Of Red Chief, The
/TI
PN=PRODUCER: LEARNING CORPORATION OF AMERICA (LCOA)
PC=
1350 AVE OF THE AMERICAS, NEW YORK, NY 10019
DN=DISTRIBUTOR: LEARNING CORPORATION OF AMERICA (LCOA)
DC=
1350 AVE OF THE AMERICAS,. NEW YORK, NY 10019
CN=PROD CREDIT: RED CHIEF PRODUCTIONS (REDCHF)
CC=
MT=YEAR: 78 GRADES: I-C A ; 16MM FILM OPTICAL SOUND; 27 MIN
LN=
PD=LIBRARY OF CONGRESS:77-700489 ; STOCK CODE: C
AC=
GC=
Presents an adaptation of the O Henry short story The Ransom Of Red Chief
LC=
about two inept con men whose kidnapping venture of a small boy backfires when
/AB
the boy's parents refuse to take him back.
SUBJECT HEADINGS: Children's Stories; Short Story; Wit And Humor -
/DE
Literature And Drama
SC=SUBJECT CODES: Q115000 ; Q765000 ; Q830000

SEARCH OPTIONS

BASIC INDEX

PAGE	SUFFIX	FIELD NAME	EXAMPLES
46-3	None	Basic Index (Includes Abstract, Descriptor, and Title)	E CON S SHORT(W)STORY
46-5	/AB	Abstract	S O(W)HENRY/AB
46-4	/DE	Descriptor	S CHILDREN'S STORIES/DE
46-3	/TI	Title	S RANSOM(1W)RED(W)CHIEF/TI

ADDITIONAL INDEXES

PAGE	PREFIX	FIELD NAME	EXAMPLES	
46-8	AC=	Stock or Color Code	E AC=B	S AC=C
46-10	CC=	Credit Code	E CC=WETA	S CC=REDCHF
46-10	CN=	Credit Name	E CN=OVATION	S CN=RED CHIEF PROD?
46-10	DC=	Distributor Code	E DC=AIMS	S DC=LCOA
46-10	DN=	Distributor Name	E DN=ANCHOR	S DN=LEARNING CORP?
46-9	GC=	Grade Level	E GC=K	S GC=I?
46-11	LC=	Library of Congress (LC) Card Number	E LC=74-703	S LC=77-700489
46-10	LN=	Length	E LN=120	S LN=027
46-7	MC=	Media Code	E MC=FS	S MC=MP
46-8	MT=	Media Type	E MT=FILM	S MT=16MM FILM?
46-10	PC=	Producer Code	E PC=NITC	S PC=LCOA
46-11	PD=	Publication Date	E PD=76	S PD=78
46-10	PN=	Producer Name	E PN=NATIONAL	S PN=LEARNING CORP?
46-5	SC=	Subject Heading Code	E SC=864	S SC=Q

LIMITING

The LIMIT command is not applicable to File 46.

FORMAT OPTIONS

PAGE	NUMBER	RECORD CONTENT	NUMBER	RECORD CONTENT
46-16	Format 1	DIALOG Accession Number	Format 6	Title, DIALOG Accession Number, and Media Code
	Format 2	Full Record except Abstract		
	Format 3	Bibliographic Citation	Format 7	Bibliographic Citation and Abstract
	Format 4	Abstract and Title	Format 8	Title and Indexing
	Format 5	Full Record		

DIRECT RECORD ACCESS

PAGE	PREFIX	FIELD NAME	EXAMPLES	
46-18	None	DIALOG Accession Number	TYPE 0887076/5	PRINT 0612375/7

Note: Page numbers refer to detailed discussion in DIALOG database chapter.

54

EXCEPTIONAL CHILD EDUCATION RESOURCES

DIALOG INFORMATION RETRIEVAL SERVICE

FILE DESCRIPTION

EXCEPTIONAL CHILD EDUCATION RESOURCES (ECER), corresponding to the printed publication of the same name (formerly *Exceptional Child Education Abstracts*), is a comprehensive database on the education of exceptional children, produced by the Council for Exceptional Children (CEC). The database includes published and unpublished, copyrighted and noncopyrighted professional literature, nonprint media materials, and doctoral dissertations on all aspects of research, education, and services for gifted and handicapped children. The ECER database is designed for teachers, librarians, curriculum supervisors, administrators, students, and researchers working or studying in any field of special education; ECER and the Educational Resources Information Center (ERIC) database supplement one another. Approximately one-half of the ECER records are also found in ERIC (DIALOG File 1); however, all journal citations in ECER include full abstracts. The *Thesaurus of ERIC Descriptors* is used to index ECER.

Each record in ECER includes an informative abstract.

SUBJECT COVERAGE

All aspects of the education of handicapped and gifted children are covered in File 54.

SOURCES

A wide variety of sources are reviewed for pertinent information, including: books, monographs, literature guides, legislative documents, journal articles, administrative policy manuals, newsletters, curriculum guides, program descriptions, teaching guides, research reports, conference reports, nonprint professional media, and doctoral dissertations.

DIALOG FILE DATA

Inclusive Dates:	1966 to the present
Update Frequency:	Monthly (approximately 500 records per update)
File Size:	48,652 records as of April 1982

ORIGIN

EXCEPTIONAL CHILD EDUCATION RESOURCES is produced by the Council for Exceptional Children. Questions concerning file content should be directed to:

Lynn Smarte
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

Telephone: 800/336-3728 (U.S. outside Virginia)
703/620-3660 (collect from Virginia)

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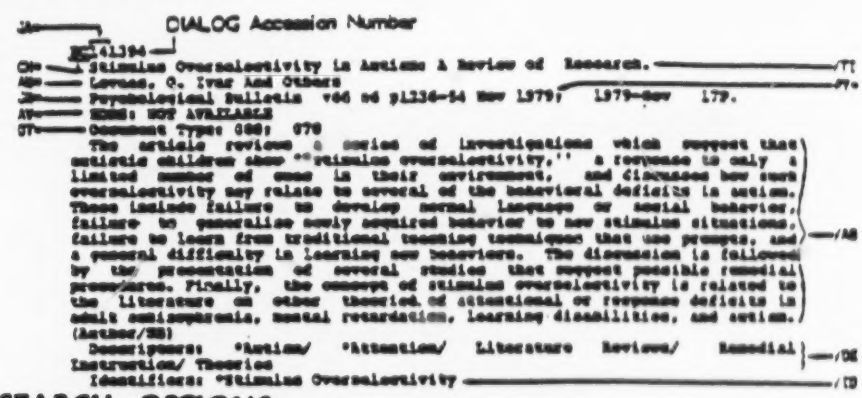
EXCEPTIONAL CHILD EDUCATION RESOURCES DIALOG FILE 54

SAMPLE RECORD


DIALOG Accession Number
EC141394
Stimulus Overselectivity in Autism: A Review of Research. /TI
Lovaas, O. Ivar and Others /AU
Psychological Bulletin v86 n6 p1236-54 Nov 1979 1979-Nov 179. /PY
NTIS: NOT AVAILABLE /AV
Document Type: 080; 070
The article reviews a series of investigations which support that autistic children show "stimulus overselectivity," a response to only a limited number of cues in their environment, and discusses how such overselectivity may relate to several of the behavioral deficits in autism. These include failure to develop normal language or social behavior, failure to generalize newly acquired behavior to new stimulus situations, failure to learn from traditional teaching techniques that use prompts, and a general difficulty in learning new behaviors. The discussion is followed by the presentation of several studies that suggest possible remedial procedures. Finally, the concept of stimulus overselectivity is related to the literature on other theories of attentional or response deficits in adult schizophrenia, mental retardation, learning disabilities, and autism. (Author/DB) /AB
Descriptors: *Autism/ *Attention/ Literature Reviews/ Remedial Instruction/ Theories /DE
Identifiers: *Stimulus Overselectivity /ID

SEARCH OPTIONS

BASIC INDEX

SUFFIX	FIELD NAME	EXAMPLES
None	Basic Index (Includes Abstract, Descriptor, Identifier, and Title)	E SCHIZOPHRENIA S LITERATURE(W)REVIEW?
/AB	Abstract	S SOCIAL(W)BEHAVIOR/AB
/DE	Descriptor[1,2]	S REMEDIAL INSTRUCTION/DE S LITERATURE(W)REVIEWS/DE
/ID	Identifier[3]	S STIMULUS OVERSELECTIVITY/ID S APGAR(W)TEST/ID
/TI	Title	S AUTIST?/TI

[1]Also /DE*, /DF, /DF*.
[2]Related term feature available.
[3]Also /ID*, /IF, /IF*.

ADDITIONAL INDEXES

PREFIX	FIELD NAME	EXAMPLES	
AU=	Author	E AU=CLANCY, H	S AU=LOVAAS, O. IVAR?
AV=	Availability	E AV=OTHER	S AV=NOT AVAILABLE
CH=	Clearinghouse Code	E CH=ED	S CH=EC
CN=	Contract Number	E CN=NIMH	S CN=OSR-72249-1
CP=	Country of Publication[4]	E CP=SWEDEN	S CP=RHODE ISLAND
CS=	Corporate Source	E CS=EDUCATION	S CS=FAR(W)CS=WEST(W)CS=LAB?
DT=	Document Type[4]	E DT=080	S DT=070
GL=	Government Level[4]	E GL=STATE	S GL=FEDERAL
JN=	Journal Announcement	E JN=08	S JN=14
JN=	Journal Name	E JN=YOUNG CHILD	S JN=PSYCHOLOGICAL BULLETIN
LA=	Language[4]	E LA=FRENCH	S LA=GERMAN
PN=	Bureau/Project Number	E PN=BR	S PN=BR-0-072
PY=	Publication Year	E PY=1981	S PY=1979
RN=	Report Number	E RN=ASDE	S RN=BRR-10-7
SP=	Sponsoring Agency	E SP=ABUSE	S SP=NATIONAL(W)SP=DIFFUSION
UD=	Update	E UD=82	S UD=8209
ZZ=	Related Descriptors	E ZZ=INSTRUCTION	(SELECT from EXPAND display)

[4]For ERIC records indexed from 1980 forward.

LIMITING

SUFFIX	FIELD NAME	EXAMPLES
None	DIALOG Accession Number	LIMIT S/EC130001-EC199999
/AVAIL	Document Available from EDRS	LIMIT 6/AVAIL
/UNAVAIL	Document Not Available from EDRS	LIMIT 7/UNAVAIL
/MAJ	Major Descriptor or Identifier	LIMIT 3/MAJ
/MIN	Minor Descriptor or Identifier	LIMIT 6/MIN

FORMAT OPTIONS

NUMBER	RECORD CONTENT	NUMBER	RECORD CONTENT
Format 1	DIALOG Accession Number	Format 5	Full Record
Format 2	Full Record except Abstract	Format 6	Title and DIALOG Accession Number
Format 3	Bibliographic Citation	Format 7	Bibliographic Citation and Abstract
Format 4	Abstract and Title	Format 8	Title and Indexing

DIRECT RECORD ACCESS

FIELD NAME	EXAMPLES		
DIALOG Accession Number	TYPE EC121999/5	DISPLAY EC141394/3	PRINT EC121295/3

CHILD ABUSE AND NEGLECT

DIALOG INFORMATION RETRIEVAL SERVICE

FILE DESCRIPTION

The CHILD ABUSE AND NEGLECT database contains five subfiles: 1) descriptions of ongoing and completed research projects, 2) abstracts of published documents and court decisions, 3) excerpts of current state statutes, 4) summaries of audiovisual materials, and 5) descriptions of service programs in child abuse and neglect. The following publications are produced from records contained in this file: *Child Abuse and Neglect Research: Projects and Publications*, *Child Abuse and Neglect Programs*, and *Child Abuse and Neglect Audiovisual Materials*, the three major publications of the National Center on Child Abuse and Neglect (NCCAN).

SUBJECT COVERAGE

Included in this file is information of use to program planners, policy makers, and the general public relating to the identification, prevention, and treatment of child abuse and neglect. Some of the major areas covered are:

- Definitions of Abuse and Neglect
- Reporting Procedures
- Etiology
- Training Programs
- Identification, Prevention, and Treatment Strategies
- Sequelae
- Social and Economic Factors
- Policy Making
- Service Programs
- Research Projects
- Laws
- Court Decisions
- Audiovisual Materials

SOURCES

Information on research projects and programs is gathered by questionnaire - survey techniques; information on published documents is taken from journals, books, research reports, and other sources; information on audiovisual materials is obtained by viewing films, videotapes, slides, and other items; and legal information is obtained from state statutes and court decisions.

DIALOG FILE DATA

Inclusive Dates:	1965 to the present
Update Frequency:	Annual updates and revisions for the Research Projects, Audiovisual Materials, and Legal References subfiles; semiannual updates for the Publications and Programs subfiles.
File Size:	8,973 records as of June 1980

ORIGIN

CHILD ABUSE AND NEGLECT is produced by the National Center on Child Abuse and Neglect (NCCAN), which operates an information clearinghouse created in the Administration for Children, Youth and Families, Department of Health and Human Services, by the Child Abuse Prevention and Treatment Act, 1974, as amended. Questions concerning file content should be directed to:

Mr. Joseph G. Wechsler
Department of Health and Human Services
Administration for Children, Youth and Families
Children's Bureau
National Center on Child Abuse and Neglect
P.O. Box 1182
Washington, DC 20013

Telephone: 202/755-0590

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CHILD ABUSE AND NEGLECT
DIALOG FILE 64

SAMPLE RECORD

DIALOG Accession Number
4041K2 CD-03465 /TI
The Maltreatment of Children.
AU- Smith, S. M.
CS- Ottawa Univ. (Ontario). Dept. of Forensic Psychiatry.
Baltimore, University Park Press, 452 pp., 1978.
1978.

This book contains several reviews and discussions dealing with many aspects of child abuse and neglect, including medical and radiological aspects, and the management, epidemiology, and extent of the problem. The phenomenon is reviewed from the psychiatrist's point of view, and the psychological aspects are analyzed. Other aspects of the problem that are discussed are the needs of abused children, the role of maternal deprivation, sexual abuse, the contributions of social agencies and the social worker, and the history of the emergence of the child as a legal entity. Appended is an extensive annotated bibliography of world literature relating to the extent of child abuse. Each reference is categorized as to age range of children studied, types of abuse, death rate, special features of the study, type of population, characteristics of the abusers, ascertainment, limitations of the study, and the extent of child abuse. Numerous references. /AB

Descriptors: medical aspects of child abuse, case management, epidemiology, etiology, social services agencies, literature reviews, /DE

SEARCH OPTIONS

BASIC INDEX

PAGE	SUFFIX	FIELD NAME	EXAMPLES
64-3	None	Basic Index (Includes Abstract, Descriptor, and Title)	E RADIOLOGICAL S EPIDEMIOLOGY
64-3	/AB	Abstract	S SEX?(W)ABUS?/AB
64-4	/DE[1]	Descriptor	S LITERATURE REVIEWS/DE
64-5	/TI	Title	S MALTREATMENT(F)CHILD?/TI

[1]Also /DF.

ADDITIONAL INDEXES

PAGE	PREFIX	FIELD NAME	EXAMPLES	
64-8	AU=	Author	E AU=SUSSMAN	S AU=SMITH, S. M.
64-8	CS=	Corporate Source	E CS=JUDICIAL	S CS=OTTAWA(W)CS=UNIV?
64-9	FR=	Federal Region	E FR=08	S FR=05
64-11	RN=	Report Number	E RN=CP-00679	S RN=CD-03465
64-12	SF=	Subfile	E SF=CL	S SF=CD
64-12	ST=	State	E ST=CA	S ST=NY
64-13	UD=	Update	E UD=7912	S UD=9999

LIMITING

The LIMIT command is not applicable to File 64.

SORTING

PAGE	SORTABLE FIELDS	EXAMPLES
64-13	Online (SORT) and offline (PRINT). AU, CS, TI.	SORT 1/1-62/CS PRINT 4/5/1-97/AU/TI

FORMAT OPTIONS

PAGE	NUMBER	RECORD CONTENT	NUMBER	RECORD CONTENT
64-18	Format 1	DIALOG Accession Number	Format 5	Full Record
	Format 2	Full Record except Abstract	Format 6	Title, DIALOG Accession Number and Report Number
	Format 3	Bibliographic Citation	Format 7	Bibliographic Citation and Abstract
	Format 4	Abstract and Title	Format 8	Title and Indexing

DIRECT RECORD ACCESS

PAGE	PREFIX	FIELD NAME	EXAMPLES	
64-20	None	DIALOG Accession Number	TYPE 7814L1/7	PRINT 4041K2/5

NB: Page numbers refer to detailed discussion in DIALOG database chapter.

HEALTH PLANNING AND ADMINISTRATION 151

DIALOG INFORMATION RETRIEVAL SERVICE

FILE DESCRIPTION

HEALTH PLANNING AND ADMINISTRATION, produced by the U.S. National Library of Medicine (NLM), contains citations to the literature dealing with the non-clinical aspects of health care delivery. The file corresponds to the printed work *Hospital Literature Index* (HLI), although the online file contains additional records derived from MEDLINE (Files 153 and 154) and from the American Hospital Association. In the future, technical report literature will be added by the National Health Planning Information Center of the Health Resources Administration. HEALTH PLANNING AND ADMINISTRATION is indexed using NLM's controlled vocabulary, MeSH (Medical Subject Headings).

Approximately 20% of the records contain author abstracts taken directly from the published articles. The file consists of approximately 95% English language material.

SUBJECT COVERAGE

HEALTH PLANNING AND ADMINISTRATION records cover the non-clinical aspects of health care delivery, including but not limited to, the following:

- Health Care Planning and Facilities
- Health Centers of All Types
- Health Insurance and Reimbursement
- Health Maintenance Organizations (HMOs)
- Extended Care Facilities
- Hospices
- Financial Management, Cost Containment
- Personnel Management, Manpower Planning
- Utilization Review
- Education in Health Care Facilities
- Licensure and Accreditation
- Hospital Departments and Equipment

SOURCES

HEALTH PLANNING AND ADMINISTRATION includes records selectively taken from MEDLINE (Files 153 and 154) and from the *Hospital Literature Index*. Additional references are provided from journals of special importance to the health care field. Selected entries for monographs are also included.

DIALOG FILE DATA

Inclusive Dates:	1975 to the present
Updates:	Monthly (approximately 2,000 records per month)
File Size:	185,000 records as of December 1981

ORIGIN

HEALTH PLANNING AND ADMINISTRATION is produced by the U.S. National Library of Medicine (NLM). Questions concerning file content should be directed to:

MEDLARS Management Section
National Library of Medicine
8600 Rockville Pike
Bethesda, MD 20209

Telephone: 301/496-6193

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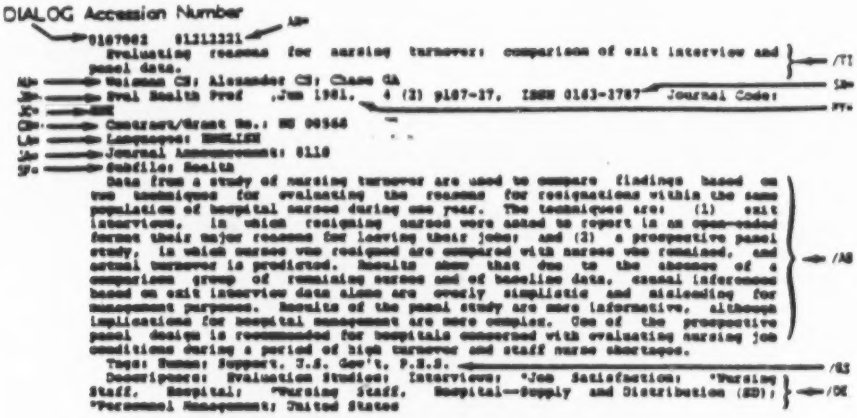
HEALTH PLANNING AND ADMINISTRATION
DIALOG FILE 151

SAMPLE RECORD

DIALOG Accession Number


0167982 81313231
Evaluating reasons for nursing turnover: comparison of exit interview and panel data.
Waldman CS; Alexander CS; Chase GA
Eval Health Prof ,Jun 1981. 4 (2) p187-17. ISSN 0163-2787 Journal Code:
Contract/Grant No.: NU 00566
Language: ENGLISH
Journal Announcement: 8110
Subfile: Health
Data from a study of nursing turnover are used to compare findings based on two techniques for evaluating the reasons for resignations within the same population of hospital nurses during one year. The techniques are: (1) exit interviews, in which resigning nurses were asked to report in an open-ended format their major reasons for leaving their jobs; and (2) a prospective panel study, in which nurses who resigned are compared with nurses who remained, and actual turnover is predicted. Results show that due to the absence of a comparison group of remaining nurses and of baseline data, casual inferences based on exit interview data alone are overly simplistic and misleading for management purposes. Results of the panel study are more informative, although implications for hospital management are more complex. One of the prospective panel design is recommended for hospitals concerned with evaluating nursing job conditions during a period of high turnover and staff nurse shortages.
Tags: Human; Support, U.S. Gov't, P.H.S.
Descriptors: Evaluation Studies; Interviews; *Job Satisfaction; *Nursing Staff, Hospital; *Nursing Staff, Hospital—Supply and Distribution (ED); *Personnel Management; United States

SEARCH OPTIONS

BASIC INDEX

SUFFIX	FIELD NAME	EXAMPLES
None	Basic Index (Includes Abstract, Descriptor, Check Tag, Identifier, Named Person, and Title)	E EVALUATE S TURNOVER?
/AB	Abstract[1]	S NURSE?(F)SHORTAGE?/AB
/DE	Descriptor[2]	S PERSONNEL MANAGEMENT/DE S NURSING STAFF, HOSPITAL/LSD/DE
/CS	Check Tag	S SUPPORT, U.S. GOV'T, P.H.S./CS
/ID	Identifier[3,4]	S CIMETIDINE/ID
/NA	Named Person	S COOPER S/NA
/TI	Title	S NURSING(W)TURNOVER/TI

[1] Abstracts entered for approximately 20% of the records.
[2] Also /DE=, /DF, DF=.
[3] Also /IF.
[4] Beginning in June 1980.

ADDITIONAL INDEXES

PREFIX	FIELD NAME	EXAMPLES	
AB=	Abstract Indicator[1]	E AB=ABSTRACT	S AB=ABSTRACT
AN=	NLM Accession Number	E AN=81229737	S AN=81212221
AU=	Author	E AU=CHASE	S AU=WEISMAN CS
CA=	NLM Call Number	E CA=W3	S CA=WP 925 123 1978
CN=	Contract/Grant Number[2]	E CN=NU	S CN=NU 00566
DC=	MeSH Descriptor Code	E DC=AI-378	S DC=N4A2.6777
DT=	Document Type	E DT=REVIEW	S DT=ENGLISH ABSTRACT
JA=	Journal Announcement	E JA=8101	S JA=8110
JC=	NLM Journal Code	E JC=AKG	S JC=BNK
JN=	Journal Name	E JN=ACTA MED	S JN=EVAL HEALTH PROF
LA=	Language	E LA=RUSSIAN	S LA=NONENGLISH
PY=	Publication Year	E PY=1980	S PY=1981
RN=	CAS Registry Number[3]	E RN=7783-46-7	S RN=A37-38-7
SF=	Subfile	E SF=AIM	S SF=HEALTH
SL=	Summary Language	E SL=ENGLISH	S SL=ENGLISH
SN=	International Standard Serial Number (ISSN)	E SN=0008-2864	S SN=0163-2787
UD=	Update	E UD=8111	S UD=9999
ZZ=	*Revised MeSH Headings	E ZZ=NURSING	S ZZ=MANAGEMENT// PERSONNEL

[1] Beginning in 1981.

LIMITING

SUFFIX	FIELD NAME	EXAMPLES
None	DIALOG Accession Number	LIMIT 1/0161093-9999999
/HUMAN	Human Subject	LIMIT 2/HUMAN
/NONH	Non-Human Subject	LIMIT 2/NONH
/MAJ	Major Descriptor	LIMIT 5/MAJ

SORTING

SORTABLE FIELDS	EXAMPLES
Online (SORT) and offline (PRINT): AU, JN, PY, TI.	SORT 3/1-15/AU PRINT 3/9/1-66/AU/TI

FORMAT OPTIONS

NUMBER	RECORD CONTENT	NUMBER	RECORD CONTENT
Format 1	DIALOG Accession Number	Format 5	Full Record
Format 2	Full Record except Abstract	Format 6	Title and DIALOG Accession Number
Format 3	Bibliographic Citation	Format 7	Bibliographic Citation and Abstract
Format 4	Abstract and Title	Format 8	Title and Indexing

DIRECT RECORD ACCESS

PREFIX	FIELD NAME	EXAMPLES		
None	DIALOG Accession Number	TYPE 0165532/5	DISPLAY 0146852/3	PRINT 0122955/7

152, 153, 154

MEDLINE

DIALOG INFORMATION RETRIEVAL SERVICE

FILE DESCRIPTION

MEDLINE (MEDLARS onLINE), produced by the U.S. National Library of Medicine (NLM), is one of the major sources for biomedical literature materials. MEDLINE corresponds to the three printed indexes, *Index Medicus*, *Index to Dental Literature*, and *International Nursing Index*. Additional materials not published in *Index Medicus* are included in the MEDLINE database in the areas of communication disorders, and population and reproductive biology. MEDLINE is indexed using NLM's controlled vocabulary, MeSH (Medical Subject Headings).

Abstracts, which are taken directly from the published articles, are included for over 40% of the records added from 1975 forward. Records added before 1975 do not contain abstracts. Approximately 250,000 records are added per year, of which over 70% are written in the English language.

SUBJECT COVERAGE

MEDLINE covers virtually every area in the broad field of biomedicine, including but not limited to the followings

- Clinical Medicine
- Experimental Medicine
- Dentistry
- Nursing
- Hospital Literature
- Paramedical Professions
- Communication Disorders
- Population and Reproductive Biology
- Pharmacology and Pharmacy
- Psychiatry and Psychology
- Education of Health Professionals
- Health Services Administration
- Environment and Public Health
- Veterinary Medicine
- Behavioral and Mental Disorders
- Health Occupations
- Occupational Medicine
- Nutrition
- Pathology
- Anatomy and Physiology
- Microbiology and Parasitology
- Toxicology
- Medical Specialties (e.g., Cardiology, Neurology, Endocrinology, Pediatrics, Surgery, etc.)

SOURCES

MEDLINE includes indexing to articles from approximately 3,200 journals published in over 70 countries. Citations to chapters or articles from selected monographs were also included from May 1976 through 1981.

DIALOG FILE DATA

	File 152	File 153	File 154
Inclusive Dates	1966-1972	1973-1979	1980 to the present
Update Frequency:	Closed file	Closed file	Monthly (approx. 20,000 records per update)
File Size:	1.45 million records	1.7 million records	600,000 records as of April 1982

ORIGIN

MEDLINE is produced by the U.S. National Library of Medicine (NLM). Questions concerning file content should be directed to:

MEDLARS Management Section
National Library of Medicine
8600 Rockville Pike
Bethesda, MD 20209

Telephone: 301/496-6193

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.MENU™ - THE INTERNATIONAL SOFTWARE DATABASE™

DIALOG® INFORMATION RETRIEVAL SERVICE

FILE DESCRIPTION

.MENU™ - THE INTERNATIONAL SOFTWARE DATABASE™ (ISD™), produced by The International Software Database Corporation, is a database of computer software. .MENU - ISD information researchers maintain comprehensive listings on software by contacting vendors throughout the world, reviewing literature, and attending trade shows.

Software listed in .MENU - ISD is classified and searchable by class of computer (i.e., micro, mini, or mainframe), operating system, application, vendor, and price. Listings in .MENU - ISD include a full description, date of release, warranty indication, programs related to a package, availability of source code and updates, special configurations required, compatible systems, minimum memory required, distribution medium, type of computer, and price.

SUBJECT COVERAGE

.MENU - ISD covers the following major areas of software available for micro, mini, and mainframe computers:

- Productivity
- Educational
- Industrial
- Personal
- Professions/Industries
- Scientific
- Systems
- Entertainment

SOURCES

Information about the software listed in .MENU - ISD is derived from questionnaires distributed to proprietary software houses throughout the world, computer-related periodical literature, and trade shows. Listings are regularly reviewed and updated.

DIALOG FILE DATA

Inclusive Dates:	1973 to the present
Update Frequency:	Monthly reload
File Size:	Approximately 23,000 records as of June 1985

ORIGIN

.MENU - THE INTERNATIONAL SOFTWARE DATABASE is produced by The International Software Database Corporation. Questions concerning file content should be directed to:

Online Service
The International Software Database Corporation
1520 South College Avenue
Fort Collins, CO 80524

Telephone: 303/482-5000
Telex: 454590

Software listed in .MENU - ISD may be ordered directly from .MENU at 303/482-5000 or via DIALORDER℠ using ORDER ONESTOP.

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MICROCOMPUTER INDEX

DIALOG INFORMATION RETRIEVAL SERVICE

FILE DESCRIPTION

MICROCOMPUTER INDEX contains citations to the literature on the use of microcomputers in business, education, and the home. Magazine articles, as well as software and hardware reviews, new product announcements, and book reviews are included. The database is produced by Microcomputer Information Services and corresponds to the quarterly printed publication of the same name.

Records in MICROCOMPUTER INDEX include abstracts, and a controlled vocabulary is used for subject indexing.

SUBJECT COVERAGE

MICROCOMPUTER INDEX provides broad coverage of the subject, including the following:

- Hardware Reviews
- Software Reviews
- Book Reviews
- New Products
- Education (all levels)
- Business Applications
- Interfaces
- Videotex
- Games
- Hardware Construction
- Word Processing
- Specific Microcomputers (Apple, TRS-80, PET, Atari, etc.)
- Programming Instruction
- Programming Languages
- Graphics
- Mathematics
- Utility Programs

SOURCES

Over 25 English-language microcomputer periodicals are indexed cover-to-cover in MICROCOMPUTER INDEX. In addition, other publications dealing with microcomputers are scanned for inclusion in the file.

DIALOG FILE DATA

Inclusive Dates:	January 1981 to the present
Update Frequency:	Monthly (approximately 700 records per month)
File Size:	9,000 records as of December 1982

ORIGIN

MICROCOMPUTER INDEX is produced by Microcomputer Information Services. Questions concerning file content should be directed to:

Joe Ward
Microcomputer Information Services
2464 El Camino Real, Suite 247
Santa Clara, CA 95051

Telephone: 408/984-1097

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MICROCOMPUTER INDEX

DIALOG FILE 233

.MPLE RECORD

DIALOG Accession Number
└─030396 ──── 8147169
AN= Tax preparation for CP/M systems ──────────────────────────── /TI
AU= ──→ Heintz, Carl
JN= ──→ Interface Age , Dec 1981 , v6 n12 p46-49 , 3 pages ISSN 0147-2992 ─ SN=
LA= ──→ Languages: English ── PY=
DT= ──→ Document Type: Software Review
GL= ──→ Geographic Location: United States
A favorable review for the Federal and State Tax Preparation system by Microcomputer Taxsystems. Review describes a set of programs that allows the accountant to prepare federal and state returns for individuals and partnerships. ─→ /AB
Descriptors: *Software Review; *Business; *Taxes; *CP/M ──────────── /DE
Identifiers: Federal and State Tax Preparation System; Microcomputer Tax Systems ─→ /ID

SEARCH OPTIONS

BASIC INDEX

SUFFIX*	FIELD NAME	EXAMPLES
/AB	Abstract	S STATE(W)TAX?/AB
/DE	Descriptor[1]	S TEXT EDITOR/DE S INPUT(W)OUTPUT/DE
/ID	Identifier[2]	S MICROCOMPUTER TAX SYSTEMS/ID S TAX(W)PREPARATION/ID
/PR	Program Listing	S LITTLE(W)ADA/PR
/TI	Title	S CP(W)M/TI

*If no suffix is specified all Basic Index fields are searched.
[1]Also /DF.
[2]Also /IF.

ADDITIONAL INDEXES

PREFIX	FIELD NAME	EXAMPLES	
AN=	MICROCOMPUTER INDEX Accession Number	E AN=8204037	S AN=8147169
AU=	Author	E AU=HEINTZ, C	S AU=MAUCHLY, B?
DT=	Document Type	E DT=LETTER	S DT=SOFTWARE REVIEW
GL=	Geographic Location	E GL=JAPAN	S GL=NEW ZEALAND S GL=PUERTO(W)GL=RICO
JN=	Journal Name	E JN=INTERFACE AGE	S JN=APPLE ORCHARD
LA=	Language	E LA=ENGLISH	S LA=FRENCH
PD=	Publication Date	E PD=8202	S PD=820215
PY=	Publication Year	E PY=1981	S PY=1982
SN=	International Standard Serial Number (ISSN)	E SN=0731-9258	S SN=0147-2992
UD=	Update	E UD=8212	S UD=8299

LIMITING

SUFFIX	FIELD NAME	EXAMPLES
None	DIALOG Accession Number	LIMIT 6/030396-999999
/ENG	English Language	LIMIT 6/ENG
/NONENG	Non-English Language	LIMIT 6/NONENG

SORTING

SORTABLE FIELDS	EXAMPLES
Online (SORT) and offline (PRINT) AU, JN, PD, TI	.SORT S/1-29/AU PRINT 8/S/1-79/JN/PD,D

FORMAT OPTIONS

NUMBER	RECORD CONTENT	NUMBER	RECORD CONTENT
Format 1	DIALOG Accession Number	Format 5	Full Record
Format 2	Full Record except Abstract	Format 6	Title and Accession Numbers
Format 3	Bibliographic Citation	Format 7	Full Record except Indexing
Format 4	Abstract and Title	Format 8	Title and Indexing

DIRECT RECORD ACCESS

FIELD NAME	EXAMPLES		
DIALOG Accession Number	TYPE 030396/5	DISPLAY 030111/8	PRINT 0205A3/7

APPENDIX P

WORD PROCESSING SERVICES

WORD PROCESSING SERVICES

(Note: This is a private service and is not affiliated with the Programs for Higher Education)

Commencing March 1, 1987, regional cluster students will have available to them a professional word processing service. All personnel use word processing computers. This technology allows the word processors to make efficient corrections, additions, deletions, etc., to text material without having to retype the entire paper.

The word processors have been typewriting practicums and MARPs for several years under Guidelines for Form and Style--the form and style of your paper will be the least of your concerns. Prompt turnaround service, professional type quality and communication access will be the goals of the service. The members rendering the service are listed below; their mailing addresses and phone numbers are included.

Ada Christie
2420 NW 81 Ave
Sunrise, Fl. 33322
H (305) 742-3718 (6-9 p.m. EST)

Pat MacFarland
12720 SW 15 Manor
Davie, Fl. 33325
H (305) 476-7892 (7-9 p.m. EST)

* Typing Fees for Proposals, Practicums, and MARPs

Documents Received	Final Document
Typed	$2.00 per page
Handwritten	$3.00 per page
Tables	$3.00 per page
** Corrections on content	$6.50 per hour

* After proofreading your materials for acceptable quality, please remit payment to the appropriate party within 10 days.

** The word processing secretaries do not correct content. After a paper is typed and returned to the sender--if changes in content are necessary--the word processors will add or delete content based on an hourly rate and not a per page rate.

Procedures to Follow
When Engaging the Service

1. Contact either of the members directly by phone or mail.

2. Provide clear instructions and list the phone numbers and times when you can be contacted.

3. Whenever necessary make recommended changes and resend to the secretary.

Note If you send material to be typed to one of the aforementioned word processors when they are overloaded with work--they will pass on your work to the other member. Although they will be conscientious about processing all work promptly, it is recommended that the student call the chosen word processor if the project is not received within two-three weeks. This will also allow additional feedback between both parties. The typing on this page is an example of the typing quality produced by Word Processing Services.

It is expected that the copy sent to the word processors will be edited and proofread. The word processors will correct spelling only.